REPORT RESUMES

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A BASIC COURSE WAS PREPARED ON THE SPEECH OF TWO MEMBERS OF THE EZINEHITE GROUP OF IGBOS IN EASTERN NIGERIA. THE ESSENTIAL PHONOLOGICAL AND GRAMMATICAL STRUCTURES OF IGBO ARE PRESENTED WITHIN A SMALL VOCABULARY OF APPROXIMATELY 600 ITEMS. THE COURSE MATERIALS CONSIST OF (1) TONE DRILLS, (2) 24 UNITS OF DIALOGS, NOTES, AND DRILLS, (3) SIX UNITS OF DIALOGS AND SHORT NARRATIVES, AND (4) VOCABULARY. THE SPEECH OF THE IGBO AUTHORS IS RECORDED ON ACCOMPANYING TAPES. THE DIALOGS OF THE 30 UNITS ARE PRESENTED IN 4 COLUMNS OF (1) PRONUNCIATION, (2) STRUCTURE, (3) SPELLING, AND (4) ENGLISH. THE STRUCTURE COLUMN CONTAINS PARENTHETICAL NOTES CONCERNING THE TONE CLASS MEMBERSHIP OF NOUNS OR VERBS, OTHER GRAMMATICAL CATEGORIES, AND A RESPELLING OF UTTERANCES. THE SPELLING COLUMN PRESENTS THE SAME UTTERANCES IN THE IGBO ORTHOGRAPHY. THE ENGLISH COLUMN PRESENTS A LITERAL TRANSLATION. THE COURSE HAS BEEN EXTENSIVELY REVISED AND EXPANDED SINCE ITS FIRST EXPERIMENTAL USE IN AN INTENSIVE 12-WEEK CLASS. THE MATERIAL IS PLANNED FOR USE WITH A NATIVE SPEAKER AS INSTRUCTOR. (RS)

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IGBO

BASIC COURSE

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WASHINGTON, D.C.
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PREFACE

The current text is a new work in every sense of the word. Together with companion courses in Twi and Yoruba, it is the fruit of the Foreign Service Institute's first venture into the preparation of teaching materials for West African languages of the Niger-Congo family as part of the Institute's Special African Language Program coordinated by Earl W. Stevick. This text was prepared under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act.

Igbo Basic Course represents an effort to apply a combination of proven classroom techniques, and new ones especially devised, to the teaching of complex tonal systems. Although brief and experimental, the course, in its present form, is based on classroom experience with one group of Foreign Service Officers as students.

Igbo is a language which has been less studied by trained linguists than some other African languages. Basic reference grammars and dictionaries are virtually non-existent. The preparation of this course therefore involved more basic research into the structure of the language than is commonly required in the preparation of classroom texts. The Institute commends the work to the attention of scholars as well as of language teachers in the belief that it represents a modest but significant contribution to the literature of African descriptive linguistics.

The course was prepared by Lloyd B. Swift, Acting Head of the Department of Near East and African Languages, with the assistance of Amako Ahaghotu and Chidiadi Ugorji, Language Instructors.

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Foreword

This course is based on the speech of two members of the Ezinehite group of Igbos in Central Owerri Province between the towns of Owerri and Umuahia, Eastern Nigeria. Their speech is representative "Central Igbo".

The essential phonological and grammatical structures of Igbo are presented within a small vocabulary. The omission of many common words is justified on the premise that, once the structure is grasped, vocabulary building can proceed apace. The words presented are however useful, lend themselves to the construction of natural though limited utterances, and exemplify all the phonemes of Igbo in representative environments. There are, if compounds and derivatives are not counted separately, about six hundred vocabulary items.

The course materials consist of four parts:

I. Tone Drills - a set of seventy-five exercises on the recognition of tone distinctions and patterns.

II. Twenty-four units (1-24) containing:
   a. Dialogues
   b. Notes
   c. Drills

III. Six units (25-30) containing:
   a. Dialogues
   b. Short Narratives

IV. Vocabulary

The dialogues of the thirty units in the Basic Course are presented in four columns headed Pronunciation, Structure, Spelling and English. The Pronunciation column represents, as clearly as possible within the orthographic conventions adopted (and explained in Note 1.1) the speech of the Igbo authors of this course as recorded on the accompanying tapes.

The Structure column contains, where necessary, parenthetic notes concerning the tone class membership of nouns or verbs, the membership of forms in other grammatical categories and the like, plus a respelling of the utterances more nearly conforming to the shapes of the morphemes in isolation. The tone patterns of the utterances are, however, not changed in this column from those in the first column.

The Spelling column presents the same utterances in Igbo orthography. The orthography chosen is the so-called 'old' orthography which is more common than the 'new' and which serves as the basis for the transcription used in the Pronunciation and Structure columns. Because of a considerable variation in Igbo spelling in various printed materials available to the writers, the personal practice of the Igbo members of the team producing these units was generally followed. Thus the spelling column represents a spelling rather than the spelling and serves to introduce the student to some of the common spelling conventions and to accustom him to the appearance of Igbo written without tone marks and with spaces between 'words' and/or other units. After these materials were prepared news come of the adoption of a newer orthography for Igbo which more nearly approximates the spelling of our Structure column, but which does not mark tone, aspiration or nasalization.

The final column, English, gives a more or less literal translation in accordance with the following conventions:

1. Items needed in smooth translation but not directly translating anything in the Igbo are entered in square brackets [____].

2. Items occurring in the Igbo but not contributing to smooth translation into English are given in parehtheses (___).

3. More literal translations, where required, are enclosed in single quotes within parentheses ('___').

Thus a smoother translation can usually be obtained by reading items in square brackets and omitting those in parentheses.

In accordance with these conventions, the Igbo equivalent of 'Where are you going?' might appear in the units as follows:

In Column 1: òlée̍biiȷ'è

In Column 2: òlée̍- ebe - i - ȷ'è

In Column 3: Ole ebe i ȷe?

And in Column 4:

[Where] ('What place') [are] you going? ('What place you en route to?')

The grammar notes are perhaps more extensive than minimally required in a work with primarily pedagogic purposes. The absence of suitable reference grammars of Igbo makes this desirable. On the other hand, no brief course can pretend to an exhaustive treatment of structure. Many matters of derivational morphology and of syntax have been slighted in favor of more detailed treatment of the grammatical function of tone. This was done on the assumption that morphological and syntactic use of tone is the primary difficulty in Igbo for English speakers and that 'conventional' matters of grammar, such as word order and 'idiom', will be more readily apparent to the student as he progresses beyond the scope of the present course than will matters of tone.

The drills are nearly all of the substitution type. The Introduction and Unit 1 contain recommendations for the routine use of such drills. Any imaginative instructor will wish to supplement such routine drill both with additional appropriate substitutions and with other types of drill such as question-and-answer, occasional translation and controlled conversation. The teacher must, however, avoid puzzling the students with unfamiliar forms or constructions, since the primary goal of the student in this course is the automatic control of structure, especially the tonal patterning. Major emphasis on correct use of tone must be maintained throughout - often at the expense of exercises which are more interesting - especially to the instructor.

The course has been extensively revised and expanded since its experimental use in a twelve-week intensive class. In its present form, it can hardly be assimilated in less than 600 hours of class and laboratory time.

This material is planned for use with a native speaker of Igbo as instructor. However, it may sometimes be necessary to use it without one. Tape recording of tone drills, dialogues, exercises and narratives are available to assist in such use as well as to supplement the efforts of a native speaker as teacher. Even when such a teacher is available, ample time should be allowed for work with the tapes, since nearly subhuman patience is required of a teacher if he is to provide enough consistent models for student mastery of tone patterning.

The student is likely, because of the wide dialectal divergence within the Igbo community, to have an instructor whose speech differs more or less from that represented here. He must be prepared to imitate his teacher in disregard of the printed page. For example, in many dialects aspiration either does not occur or is replaced by other features. Dialect divergence is likely to be greater in vocabulary and segmental structure of forms than in overall tonal patterning. However, the student may expect tone to diverge consistently at specific points from the patterns presented here. As he discovers such consistent divergences he would be well advised to mark them in his book. He may find it both useful and interesting to attempt to predict in new exercises the places at which such tonal variation will occur.

In a work of this kind in which a fairly complex transcription must be employed with a variety of diacritic marks, it is inevitable that there should occur errors in the printed version due to faulty proof-reading. Every effort has been made to keep these to a minimum. The marking of tone and assimilation in the materials is entirely the work of the American member of the team and he takes full responsibility for such errors as have occurred.

Introduction:

Use of the Course Materials

I Tone Drills:

Each tone drill is designed to be done entirely orally. The printed text of tone drills is solely for the convenience of a teacher in case the taped materials are unavailable.

Each individual tone drill should be repeated until the student can give correct responses without error. The correct responses are recorded on the tape and printed in the text.

After all drills in a lettered section have been successfully accomplished, the student should repeat the section writing his responses. This helps him to associate the accents used as orthographic symbols of tone with the relative pitches as perceived aurally.

When correct written responses have been made, he should proceed to the next lettered section of the drills until all are successfully completed.

II Units 1-24:

At the discretion of the instructor, the students may start with Unit 1 after all have worked at least through section N of the Tone Drills. The remaining tone drills should be completed, however, before the students progress beyond Unit 3.

Dialogues:

Step 1. The dialogues are presented by a native speaker at normal speed and the students listen with books closed. Normal speed is defined as no slower than the slowest rendering of the utterance which the speaker would use in natural conversation with another native speaker of Igbo.

Step 2: The dialogues are presented at normal speed with the individual words and phrases of the 'build-ups' as printed and the students repeat in imitation of the instructor with their books closed. If a complete utterance offers particular problems for a student, the instructor presents the utterances in parts, commonly starting from the end (with the last phrase) and building up by adding the preceding parts of the utterance. The teacher must be especially careful not to distort the tonal patterning when presenting parts of utterances. For this reason, the sentences in the early dialogues are kept very short and the instructor is advised to prefer frequent repetition of whole utterances to partial presentation.

If one student cannot repeat correctly after three of four tries, the instructor moves on to another student, returning later to the student who made the error. The instructor looks directly at the student when presenting utterances for repetition.

Step 3: After the students are able to repeat correctly after the teacher, they open their books and practice reading the utterances from the Pronunciation column.

Step 4: After all students can do Steps 1-3 satisfactorily, the students take the roles in the dialogue and repeat from memory with books closed.

The instructor should be able to answer each of the following question affirmatively before progressing to the next step:

For Step 2: Can each student repeat each utterance of this dialogue after me with correct speed, phrasing, tone and pronunciation of individual sounds?

For Step 3: Can each student read each utterance of this dialogue correctly (as defined above)?

For Step 4: Can each student take any role and perform this dialogue correctly and naturally?

Notes:

Notes are to be read as outside work by the student and explained (only if necessary) by the linguist in charge of the course. Talking about the content of the notes should be kept to a minimum. In the absence of a linguist to explain them, the native speaker may pronounce the given examples and give additional examples of the same phenomenon while the students reread the note. Attempts at exposition of the content of the notes by linguistically untrained native speakers are discouraged.

Drills:

Step 1: Drills are done first like the dialogues. That is, each new word and each utterance of the drill is repeated in imitation of the instructor until it is correctly pronounced with books closed.

Step 2: Next the students read the drill sentences from their books.

Step 3: Finally the drill is presented orally in order as printed with the instructor giving only the 'key word' or cue, and the students producing the correct response sentence.

In drills for which a translation is provided as well as for those for which two or more response sentences are given (for example positive and negative answers to a question), the drill may be varied by using the translation or one of the response sentences as cue, the students producing in turn the correct response sentence. In Unit 1 is outlined the technique of using a notched card as a guide to the instructor or the student in using the substitution drills.

A substitution drill has been successfully completed when the instructor is able to answer affirmatively the following questions:

For Step 1: Can the students repeat the drill sentences correctly after me?

For Step 2: Can the students read the sentences correctly from their books?

For Step 3: Can the students produce the correct responses when I give them only the key word (or other cue)?

Certain drills, including the phonetic drills of Unit 1-3, are not of this substitution type. Such drills can normally be considered complete after the first two steps.

III Units 25-30

Dialogues:

The dialogues in these units are presented and drilled as were those Units 1-24.

Narratives:

The narratives are presented and drilled as were the dialogues. As the utterances are longer, the separate phrases may have to be presented and practiced separately. Each narrative is to be memorized as were the dialogues until each student can tell the story with smooth, fluent and correct delivery.

A Word on Vocabulary:

This course omits many very common words and thousands of less common ones which are in daily use by Igbo speakers. No satisfactory Igbo-English dictionary is known to the writers. The student is advised, therefore, to compile a list, a notebook or a box of flash cards for use in expanding his productive vocabulary, especially when he is studying in an Igbo-speaking environment. He should exercise care in spelling and marking tone on such lists and will doubtless wish to revise his list from time to time as his grasp of the tone class membership, etc. of Igbo words increases. Knowledge of tone class is essential to the correct use of a form and this information should be entered on all lists or cards.

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PART I

TONE DRILLS

Instructions for Tone Drills

Each of the following drills contains ten items. There are two principal types of drill:

1. Same - Different drills in which each item is a pair of forms. You are expected to respond 'same' or 'different' according to whether you heard the same form repeated or two different forms. For example if you hear the pair:

ézhi 'true' èzhí 'compound'

you will respond -------- 'different' because the tone patterns of the two words are different and, if you are recording your responses on paper, you will write a 'D'. Listen again to the same pair:

ézhi 'true' èzhí 'compound' ------- different

The first word ézhi means 'true'. The second èzhí means 'yard, compound or outdoors' so you can see that these words are different in both form (tone pattern) and meaning. The first two drills are Same - Different drills. Do these two drills now:

Section A

1.	Oral Response	'same'	or	'different'
	Written Response	S	or	D

1.	áka	hand	àká	exceeding	D	1.
2.	àká		àká		S	2.
3.	àká		áka		D	3.
4.	áka		àká		D	4.
5.	áka		áka		S	5.
6.	áka		áka		S	6.
7.	áka		àká		D	7.
8.	àká		àká		S	8.
9.	àká		áka		D	9.
10.	áka		áka		S	10.

2. Oral Response 'same' or 'different'
Written Response S or D

1.	ánụ	meat	ánụ	S	1.
2.	ànụ́	hearing	ánụ	D	2.
3.	ánụ		ànụ́	D	3.
4.	ánụ		ánụ	S	4.
5.	ànụ́		ànụ́	S	5.
6.	ànụ́		ànụ́	S	6.
7.	ánụ		ànụ́	D	7.
8.	ànụ́		ánụ	D	8.
9.	ànụ́		ánụ	D	9.
10.	ànụ́		ànụ́	S	10.

2. The second type of drill is identification drill. Here each item is one utterance and you are expected to listen carefully and to describe the tone pattern. For example if you hear:

ézhi 'true'

you will respond -------- 'high-high' since both syllables are high in relative tone. When you write responses you will write two acute accents.

If you hear:

èzhí 'compound'

you will respond -------- 'low high' since the second syllable is relatively higher than the first. When you write your responses you will write two acute accents for high-high and you will write a grave accent and an acute accent for low-high.

The next two drills are identification drills. Do them now:

3. Oral Response high high or low high
Written Response ´´ `´

1.	áka	hand	HH	1.
2.	àká	exceeding	LH	2.
3.	àká		LH	3.
4.	àká		LH	4.
5.	áka		HH	5.
6.	àká		LH	6.
7.	áka		HH	7.
8.	áka		HH	8.
9.	áka		HH	9.
10.	àká		LH	10.

4. Oral Response high high or low high
Written Response ´´ `´

1.	ànụ́	hearing	LH	1.
2.	ànụ́		LH	2.
3.	ánụ	meat	HH	3.
4.	ánụ		HH	4.
5.	ànụ́		LH	5.
6.	ánụ		HH	6.
7.	ànụ́		LH	7.
8.	ànụ́		LH	8.
9.	ánụ		HH	9.
10.	ánụ		HH	10.

Drills 5 and 6 are identification drills also but the utterances do not have the same sounds - that is there are differences here besides the differences in tone patterns. You are to identify the tone pattern only and to ignore differences of other sounds. Do these two drills now.

5. Oral Response high high or low high
Written Response ´´ or `´

1.	áka	hand	HH	1.
2.	ánụ	meat	HH	2.
3.	ànụ́	hearing	LH	3.
4.	ànụ́		LH	4.
5.	àká	exceeding	LH	5.
6.	ánụ		HH	6.
7.	àká		LH	7.
8.	ànụ́		LH	8.
9.	áka		HH	9.
10.	àká		LH	10.

6. Oral Response high high or low high
Written Response ´´ or `´

1.	àh̃ụ́	seeing	LH	1.
2.	èzhí	compound	LH	2.
3.	áhya	market	HH	3.
4.	ánụ	meat	HH	4.
5.	ànnọ́	four	LH	5.
6.	ébe	place	HH	6.
7.	àbá	Aba	LH	7.

8.	ík'e	strength	HH	8.
9.	kèdụ́	how?	LH	9.
10.	ók'e	male	HH	10.

You have now been introduced to the 2 main types of drill, same - different and identification, using the tone patterns 'high high' and 'low-high'. Continue the drills for this and other patterns in the same way. Do each drill over until you can give the correct oral response to each item then continue on to the next drill. When you have finished a lettered section of drills go back and repeat the section saying your responses and at the same time writing them on paper. The first exercises seem very easy and it may not appear necessary to give both oral and written answers. However complete mastery of early drills will assist you when you go on to harder ones and writing your responses will associate the written symbols with the tone patterns and thus help you when you begin to see Igbo written with tone marks.

7. Oral Response 'same' or 'different'
Written Response S or D

1.	cèé	think!	cée	wait!	D	1.
2.	cée		cée		S	2.
3.	cée		cée		S	3.
4.	cée		cèé		D	4.
5.	cèé		cée		D	5.
6.	cèé		cèé		S	6.
7.	cée		cèé		D	7.
8.	cèé		cèé		S	8.
9.	cée		cée		S	9.
10.	cée		cèé		D	10.

8.	Oral Response		'same'	or	'different'		
	Written Response		S	or	D		
1.	shíe	and cook	shìé	cook!		D	1.
2.	shìé		shìé			S	2.
3.	shìé		shìé			S	3.
4.	shíe		shíe			S	4.
5.	shìé		shíe			D	5.
6.	shíe		shíe			S	6.
7.	shíe		shìé			D	7.
8.	shìé		shíe			D	8.
9.	shìé		shìé			S	9.
10.	shìé		shíe			D	10.

9.	Oral Response		high high	or	low high		
	Written Response		´´	or	`´		
1.	cée	wait!				HH	1.
2.	cèé	think!				LH	2.
3.	cèé					LH	3.
4.	cée					HH	4.
5.	cée					HH	5.
6.	cée					HH	6.
7.	cèé					LH	7.
8.	cée					HH	8.
9.	cèé					LH	9.
10.	cèé					LH	10.

10. Oral Response high high or low high
Written Response ´´ or `´

1.	shíe	and cook	HH	1.
2.	shìé	cook!	LH	2.
3.	shìé		LH	3.
4.	shìé		LH	4.
5.	shíe		HH	5.
6.	shìé		LH	6.
7.	shíe		HH	7.
8.	shíe		HH	8.
9.	shíe		HH	9.
10.	shíe		HH	10.

11. Oral Response high high or low high
Written Response ´´ or `´

1.	cée	wait!	HH	1.
2.	shìé	cook!	LH	2.
3.	shìé		LH	3.
4.	cèé	think!	LH	4.
5.	shíe	and cook	HH	5.
6.	cèé		LH	6.
7.	cée		HH	7.
8.	shíe		HH	8.
9.	cèé		LH	9.
10.	shìé		LH	10.

12.	Oral Response	high high	or	low high		
	Written Response	´´	or	`´		
1.	ŋú̩ó̩	drink!			HH	1.
2.	j'èé	go!			LH	2.
3.	gàá	go!			LH	3.
4.	rúo	until			HH	4.
5.	rée	sell!			HH	5.
6.	dèé	write!			LH	6.
7.	shíe	and cook			HH	7.
8.	nò̩ó̩	stay!			LH	8.
9.	cèé	think!			LH	9.
10.	cée	wait!			HH	10.

You have finished section A. If you have been giving oral responses, repeat section A writing your responses on paper, two acute accents for 'high high' and a grave plus an acute for 'low high'.

Section B introduces a pattern with mid tone. The mark for high tone was an acute accent, for low tone it was a grave accent. Mid tone is marked by a vertical accent.

Section B

13.	Oral Response		'same'	or	'different'		
	Written Response		S	or	D		
1.	íme	pregnancy	íme̍	to do		D	1.
2.	íme̍		íme̍			S	2.
3.	íme̍		íme̍			S	3.
4.	íme		íme			S	4.
5.	íme̍		íme			D	5.

6.	íme		íme̍		D	6.
7.	íme̍		íme		D	7.
8.	íme̍		íme̍		S	8.
9.	íme̍		íme		D	9.
10.	íme		íme		S	10.

14. Oral Response 'same' or 'different'
Written Response S or D

1.	ívu̍	to carry	ívu	load	D	1.
2.	ívu̍		ívu		D	2.
3.	ívu		ívu		S	3.
4.	ívu		ívu̍		D	4.
5.	ívu̍		ívu̍		S	5.
6.	ívu		ívu		S	6.
7.	ívu		ívu̍		D	7.
8.	ívu̍		ívu̍		S	8.
9.	ívu		ívu		S	9.
10.	ívu		ívu̍		D	10.

15. Oral Response high high or high mid
Written Response ´´ or ´ˈ

1.	íme	pregnancy	HH	1.
2.	íme		HH	2.
3.	íme̍	to do	HM	3.
4.	íme̍		HM	4.
5.	íme̍		HM	5.
6.	íme̍		HM	6.

7.	íme		HH	7.
8.	íme		HH	8.
9.	íme̍		HM	9.
10.	íme̍		HM	10.

16. Oral Response high high or high mid
Written Response ´´ or ´ˈ

1.	ívu	load	HH	1.
2.	ívu̍	to carry	HM	2.
3.	ívu		HH	3.
4.	ívu̍		HM	4.
5.	ívu̍		HM	5.
6.	ívu̍		HM	6.
7.	ívu̍		HM	7.
8.	ívu		HH	8.
9.	ívu		HH	9.
10.	ívu		HH	10.

17. Oral Response high high or high mid
Written Response ´´ or ´ˈ

1.	íme	pregnancy	HH	1.
2.	ívu̍	to carry	HM	2.
3.	ívu	load	HH	3.
4.	ívu̍		HM	4.
5.	íme̍	to do	HM	5.
6.	íme̍		HM	6.
7.	íme		HH	7.

8.	ívu̍		HM	8.
9.	ívu		HH	9.
10.	íme		HH	10.

18. Oral Response high high or high mid
Written Response ´´ or ´ˈ

1.	ít'e̍	to awaken	HM	1.
2.	ḿma̍	goodness	HM	2.
3.	ébe	place	HH	3.
4.	ị́cọ̍	to want	HM	4.
5.	áhya	market	HH	5.
6.	ók'e	male	HH	6.
7.	míri̍	water	HM	7.
8.	ónye	person	HH	8.
9.	ị́ŋụ̍	to drink	HM	9.
10.	ánya	eye	HH	10.

19. Oral Response high high, high mid or low high
Written Response ´´ , ´ˈ or `´

1.	tóro	threepence	HH	1.
2.	íŋwe̍	to have	HM	2.
3.	èzhí	compound	LH	3.
4.	íkpe	judgement	HH	4.
5.	rúo	until	HH	5.
6.	kèdụ́	how	LH	6.
7.	íre̍	to sell	HM	7.
8.	ḿma̍	well	HM	8.

9.	ọ́ma	good	HH	9.
10.	j'èé	go!	LH	10.

You have finished section B. If you have been giving oral responses, repeat section B writing your responses with two acute accents for 'high high' and an acute plus a vertical accent for 'high-mid'.

Section C

20. Oral Response 'same' or 'different'
Written Response S or D

1.	ívu̍	to carry	ívù	to be fat	D	1.
2.	ívu̍		ívu̍		S	2.
3.	ívu̍		ívu̍		S	3.
4.	ívù		ívù		S	4.
5.	ívu̍		ívù		D	5.
6.	ívu̍		ívu̍		S	6.
7.	ívù		ívu̍		D	7.
8.	ívù		ívu̍		D	8.
9.	ívu̍		ívù		D	9.
10.	ívù		ívù		S	10.

21. Oral Response 'same' or 'different'
Written Response S or D

1.	íbì	you live	íbì	S	1.
2.	íbi̍	to live	íbi̍	S	2.
3.	íbi̍		íbì	D	3.
4.	íbì		íbi̍	D	4.
5.	íbi̍		íbi̍	S	5.

6.	íbì	íbì	S	6.
7.	íbì	íbi̍	D	7.
8.	íbì	íbì	S	8.
9.	íbi̍	íbì	D	9.
10.	íbì	íbì	S	10.

22. Oral Response high mid or high low
Written Response ´ˈ ´`

1.	ívu̍	to carry	HM	1.
2.	ívu̍		HM	2.
3.	ívù	to be fat	HL	3.
4.	ívù		HL	4.
5.	ívù		HL	5.
6.	ívu̍		HM	6.
7.	ívù		HL	7.
8.	ívu̍		HM	8.
9.	ívu̍		HM	9.
10.	ívu̍		HM	10.

23. Oral Response high mid or high low
Written Response ´ˈ ´`

1.	íbi̍	to live	HM	1.
2.	íbì	you live	HL	2.
3.	íbì		HL	3.
4.	íbì		HL	4.
5.	íbi̍		HM	5.
6.	íbi̍		HM	6.

7.	íbì		HL	7.
8.	íbi̍		HM	8.
9.	íbi̍		HM	9.
10.	íbì		HL	10.

24. Oral Response high mid or high low
Written Response ´ ̍ or ´ ̀

1.	ívu̍	to carry	HM	1.
2.	íbi̍	to live	HM	2.
3.	íbì	you live	HL	3.
4.	ívù	to be fat	HL	4.
5.	ívu̍		HM	5.
6.	ívù		HL	6.
7.	íbì		HL	7.
8.	íbi̍		HM	8.
9.	íbì		HL	9.
10.	ívu̍		HM	10.

25. Oral Response high mid or high low
Written Response ´ ̍ or ´ ̀

1.	ọ́dị̀	it is	HL	1.
2.	mír̃i̍	water	HM	2.
3.	ọ́k'à	maize	HL	3.
4.	ányị̀	we	HL	4.
5.	íme̍	to do	HM	5.
6.	íŋwe̍	to have	HM	6.
7.	ị́ga̍	to go	HM	7.

8.	ị́k'ọ̀	to cultivate	HL	8.
9.	úyò	house	HL	9.
10.	ị́fụ̀	to go out	HL	10.

26. Oral Response high high, high mid, low high or high low
Written Response ´´ , ´ˈ , `´ or ´`

1.	íwè	to take	HL	1.
2.	íbi̍	to live	HM	2.
3.	ŋụ́ọ	drink!	HH	3.
4.	òlé	how much	LH	4.
5.	ḿma̍	well	HM	5.
6.	úyò	house	HL	6.
7.	ég'o	money	HH	7.
8.	àtọ́	three	LH	8.
9.	édè	coco yam	HL	9.
10.	ńdị	people	HH	10.

27. Oral Response high high, high mid, low high or high low
Written Response ´´ , ´ˈ , `´ or ´`

1.	ị́la̍	to go home	HM	1.
2.	ụ̀yọ́	P.N. (place name)	LH	2.
3.	épe	orange	HH	3.
4.	cị́dị̀	P.N. (personal name)	HL	4.
5.	ńnà	father	HL	5.
6.	ínye̍	to give	HM	6.
7.	ị́h̃ụ̍	to see	HM	7.
8.	ọ́gọ̀	in-law	HL	8.

9.	ŋ̀ŋwá	child	LH	9.
10.	áka	hand	HH	10.

You have finished section C. If you have been giving oral responses repeat section C writing your responses.

Section D

28. Oral Response 'same' or 'different'
Written Response S or D

1.	ị́gà	you will	ị̀ga	will you?	D	1.
2.	ị́gà		ị̀ga		D	2.
3.	ị́gà		ị́gà		S	3.
4.	ị̀ga		ị̀ga		S	4.
5.	ị̀ga		ị́gà		D	5.
6.	ị̀ga		ị̀ga		S	6.
7.	ị́gà		ị́gà		S	7.
8.	ị́gà		ị̀ga		D	8.
9.	ị̀ga		ị́gà		D	9.
10.	ị́gà		ị́gà		S	10.

29. Oral Response 'same' or 'different'
Written Response S or D

1.	ọ́dị̀	it is	ọ̀dị	is it?	D	1.
2.	ọ̀dị		ọ̀dị		S	2.
3.	ọ̀dị		ọ́dị̀		D	3.
4.	ọ́dị̀		ọ́dị̀		S	4.
5.	ọ́dị̀		ọ́dị̀		S	5.
6.	ọ́dị̀		ọ́dị̀		S	6.

7.	ọ̀dị	ọ̀dị	S	7.
8.	ọ̀dị	ọ́dị̀	D	8.
9.	ọ́dị̀	ọ̀dị	D	9.
10.	ọ̀dị	ọ́dị̀	D	10.

30. Oral Response high low or low low
Written Response ´ ` or ` `

1.	ị́gà	you will	HL	1.
2.	ị̀ga	will you?	LL	2.
3.	ị̀ga		LL	3.
4.	ị̀ga		LL	4.
5.	ị́gà		HL	5.
6.	ị̀ga		LL	6.
7.	ị̀ga		LL	7.
8.	ị́gà		HL	8.
9.	ị́gà		HL	9.
10.	ị̀ga		LL	10.

31. Oral Response high low or low low
Written Response ´ ` or ` `

1.	ọ̀dị	is it?	LL	1.
2.	ọ̀dị		LL	2.
3.	ọ́dị̀	it is	HL	3.
4.	ọ́dị̀		HL	4.
5.	ọ́dị̀		HL	5.
6.	ọ̀dị		LL	6.
7.	ọ̀dị		LL	7.

8.	ọ́dị̀		HL	8.
9.	ọ̀dị		LL	9.
10.	ọ́dị̀		HL	10.

32. Oral Response high low or low low
Written Response ´ ` or ` `

1.	ị́gà	you will	HL	1.
2.	ọ̀dị	is it?	LL	2.
3.	ọ̀dị		LL	3.
4.	ọ́dị̀	it is	HL	4.
5.	ị́gà		HL	5.
6.	ị̀ga	will you?	LL	6.
7.	ọ́dị̀		HL	7.
8.	ị́gà		HL	8.
9.	ọ̀dị		LL	9.
10.	ị̀ga		LL	10.

33. Oral Response high low or low low
Written Response ´ ` or ` `

1.	édè	coco yam	HL	1.
2.	bèghi	not yet	LL	2.
3.	m̀me	time	LL	3.
4.	ényì	friend	HL	4.
5.	àla	country	LL	5.
6.	ńnà	father	HL	6.
7.	íj'è	trip	HL	7.
8.	òt'u	condition	LL	8.

9.	gàla	still	LL	9.
10.	ótù	one	HL	10.

34. Oral Response high high, high mid, low high,
Written Response ´´ , ´ˈ , `´ ,
high low or low low
´` or ``

1.	àla	land	LL	1.
2.	ényì	friend	HL	2.
3.	íshi	head	HH	3.
4.	ŋ́kwụ	palm	HH	4.
5.	ị́cọ̍	to want	HM	5.
6.	ị́gà	you will	HL	6.
7.	íwè	to take	HL	7.
8.	dèé	write!	LH	8.
9.	ŋ́gwa̍	O.K.	HM	9.
10.	mír̃i̍	water	HM	10.

35. Oral Response high high, high mid, low high,
Written Response ´´ , ´ˈ , `´ ,
high low or low low
´` or ``

1.	àhụ́	body	LH	1.
2.	úyò	house	HL	2.
3.	épe	orange	HH	3.
4.	únù	you (plural)	HL	4.
5.	àt̩ọ́	three	LH	5.
6.	ị̀ga	will you?	LL	6.

7.	ànnó̩	four	LH	7.
8.	í̩la̍	to go home	HM	8.
9.	ó̩k'à	maize	HL	9.
10.	éci	yesterday (tomorrow)	HH	10.

36. Oral Response high high, high mid, low high,
Written Response ´´ , ´ˈ , `´ ,
high low or low low
´` or ``

1.	ízù	to get fat	HL	1.
2.	p'énì	penny	HL	2.
3.	òvu	wild fowl	LL	3.
4.	íñu	face	HH	4.
5.	èzhí	compound	LH	5.
6.	ìte	pot	LL	6.
7.	ìrí	ten	LH	7.
8.	í̩ga̍	to go	HM	8.
9.	àŋú̩	drinking	LH	9.
10.	ík'e	strength	HH	10.

37. Oral Response high high, high mid, low high,
Written Response ´´ , ´ˈ , `´ ,
high low or low low
´` or ``

1.	íŋwe̍	to have	HM	1.
2.	ŋ̀ku	wing	LL	2.
3.	gàla	still	LL	3.
4.	úkwu	big	HH	4.

5.	íwe̍	be angry	HM	5.
6.	ò̩di̩	is it?	LL	6.
7.	ébe	place	HH	7.
8.	áhya	market	HH	8.
9.	ìšó	five	LH	9.
10.	ḿma̍	well	HM	10.

You have finished section D. If you have been giving oral responses repeat section D writing your responses.

In sections E, F, G, H, and I you are asked to respond to only the last two syllables of longer utterances.

Section E

38.	Oral Response	'same' or 'different'		(with respect to the last two syllables)
	Written Response	S or D		
1.	í̩nò̩neezhí	íše̍ezhi	D	1.
2.	í̩zù̩ezhi	í̩fù̩t̩eezhí	D	2.
3.	í̩zèezhí	ó̩zàreezhí	S	3.
4.	šánè̩ezhí	áfù̩t̩álam̍eezhi	D	4.
5.	ó̩we̍ezhi	ò̩dí̩ghe̍ezhi	S	5.
6.	ányì̩šáreezhi	únùzu̩reezhí	D	6.
7.	ó̩ša̍gheezhi	íre̍gheezhi	S	7.
8.	ébìmleezhí	ámaako̩̍nò̩neezhí	S	8.
9.	ére̍remezhi	ó̩gì̩í̩zèezhí	D	9.
10.	ó̩gì̩í̩še̍ezhi	ére̍leezhi	S	10.

39.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	

1.	íru̍aba	ọ́j'èraabá	D	1.
2.	ọ̀wụ́ghị̍aba	ọ́wụ̍aba	S	2.
3.	ìbilaabá	ébìmnaabá	S	3.
4.	ị́nọ̀naabá	ị́ga̍aba	D	4.
5.	úyòḿdị̀laabá	ǹjọ́k'ụ̍gàraabá	S	5.
6.	íj'e̍ruaba	ányìruruabá	D	6.
7.	ọ́dị̀laabá	éj'e̍elema̍aba	D	7.
8.	àmụrụghị́làabá	ìbilaabá	S	8.
9.	ị́ga̍j'aaba	ányịaga̍ghịij'a̍aba	S	9.
10.	àgáh̃a̍maaba	èrúbèghimaabá	D	10.

40.	Oral Response	high high or low high	(with respect to the last two syllables)
	Written Response	´´ or `´	

1.	ányị̀j'eraabá	LH	1.
2.	ị́nọ̀neezhí	LH	2.
3.	íre̍ezhi	HH	3.
4.	ére̍leezhi	HH	4.
5.	ága̍laaba	HH	5.
6.	éj'èreh̃aabá	LH	6.
7.	ébìmneezhí	LH	7.
8.	èj'éh̃a̍aba	HH	8.
9.	ọ́wụ̍ezhi	HH	9.
10.	ọ́nọ̀naabá	LH	10.

41.	Oral Response	high high	or	low high	(with respect to the last two syllables)
	Written Response	´´	or	`´	

1.	érùrumọọlụ́	I reached Orlu	LH	1.
2.	óshishi	tree	HH	2.
3.	áfụ̀ṭá	if one comes out	LH	3.
4.	ọ́gàraọjọ́	He went again.	LH	4.
5.	ị́fụ̀áhya	to make a debut	HH	5.
6.	ọ́gàraáhyaàagá	He really went to this market.	LH	6.
7.	ìt'éelė	Good morning.	HH	7.
8.	p'éǹaannọ́	4 pence	LH	8.
9.	kàlabá	Calabar	LH	9.
10.	ị́c'a̍ac'a	to be ripe	HH	10.

You have finished section E. If you have been giving oral responses repeat section E writing your responses.

Section F

42.	Oral Response	'same'	or	'different'	(with respect to the last two syllables)
	Written Response	S	or	D	

1.	ój'èraáhya	ọ́gìíj'a̍ahya	S	1.
2.	j'èáahya̍	ọ́byàrajáahya̍	S	2.
3.	zụ̀rụ́ahya̍	ọ́zụ̀raáhya	D	3.
4.	ọ́gị̀ị́ga̍ahya	gàáhya̍	D	4.
5.	ọ́wụ̍ahya	ádị̀h̃anáahya	S	5.
6.	ńhỹaahya̍	éj'èmaáhya	D	6.
7.	úyòḿdìláahya	ọ́làagáahya̍	D	7.
8.	àgáh̃a̍maahya	ọ́dị̀láahya	S	8.

9.	únùnaazụ́ahya̍	únùgịị́zụ̍ahya	D	9.
10.	ácọ̀rọmịị́ga̍ahya	ácọ̀rọmịị́gaahya̍	D	10.

43. Oral Response 'same' or 'dıfferent' (wıth respect to the last two syllables)

Wrıtten Response S or D

1.	ọ́zụ̀reépe	zụ̀rụ́epe̍	D	1.
2.	ényèr̃emeépe	ọ́gị̀ị́re̍epe	S	2.
3.	ọ́we̍epe	ánàh̃aazụ́epe̍	D	3.
4.	réeepe̍	óre̍eleepe̍	S	4.
5.	àgághị̍mịịra̍epe	ànághịmaaréepe̍	D	5.
6.	zụ̀ṭéepe̍	ị̀ráreepe	D	6.
7.	yáreeepe̍	mée̍reekweepe̍	S	7.
8.	ányị̀rárιepe	ányị̀naaréepe̍	D	8.
9.	ọ́gàrazụ́ṭeepe̍	ọ́gàrazụ́ọrọme̍epe	D	9.
10.	únùgịị́re̍epe	òŋwér̃eepe	S	10.

44. Oral Response hıgh hıgh or hıgh mıd (wıth respect to the last two syllables)

Wrıtten Response ´´ or ´ˈ

1.	ọ́làagáahya̍	HM	1.
2.	ọ́zụ̀ụreépe	HH	2.
3.	ọ́wụ̍ahya	HH	3.
4.	zụ̀ṭéepe̍	HM	4.
5.	ɟ'èáahya̍	HM	5.
6.	óŋwér̃eepe	HH	6.
7.	ánàmaaréepe̍	HM	7.
8.	ót'e̍regaahya̍	HM	8.

9.	ọ́we̍epe	HH	9.
10.	ányị̀nọnáahya	HH	10.

45. Oral Response high high or high mid (with respect to the last two syllables)
Written Response ´´ or ´ˈ

1.	óshishi	tree	HH	1.
2.	ámaakọ̍	name of a male person	HM	2.
3.	ǹjọ́kụ̍	name of a male person	HM	3.
4.	ákwụkwọ	book	HH	4.
5.	gáahya̍	go to market!	HM	5.
6.	ị̀gághị̍	you won't ----	HM	6.
7.	ìtéghete	nine	HH	7.
8.	àsáṭọ̍	eight	HM	8.
9.	àbụ́ọ̍	two	HM	9.
10.	úkwuluukwu	enormous	HH	10.

You have finished section F. If you have been responding orally, repeat section F writing your responses.

Section G

46. Oral Response 'same' or 'different' (with respect to the last two syllables)
Written Response S or D

1.	óre̍reakw̃'a	rée̍akw̃'a	D	1.
2.	ányị̀gịị́zụ̍akw̃'a	áŋụ̍ọnama̍akw̃'a	S	2.
3.	ị́ŋụ̍akw̃'a	ŋụ́ọa̍kw̃'a	D	3.
4.	ọ́ra̍raakw̃'a	s̃áãa̍kw̃'a	D	4.
5.	yákwụọa̍kw̃'a	ọ́s̃a̍raakw̃'a	D	5.

6.	wèréa̍kw̃'a	zụ̀ọ́a̍kw̃'a	S	6.
7.	óshi̍elaa̍kw̃'a	ányịeŋwéghịakw̃'a	D	7.
8.	zụ̀ţáa̍kw̃'a	ányị̀aŋụ́ọnaa̍kw̃'a	S	8.
9.	shìwéa̍kw̃'a	èréh̃a̍maakw̃'a	D	9.
10.	únùŋwér̃aakw'a	yáwụrụa̍kw̃'a	D	10.

47. Oral Response 'same' or 'different' (with respect to the last two syllables)
Written Response S or D

1.	zụ̀ọ́a̍nnọ	íre̍annọ	D	1.
2.	óre̍elaa̍nnọ	ŋụ́ọa̍nnọ	S	2.
3.	ére̍elem̍aannọ	ọ́wụ̍annọ	S	3.
4.	wèţáa̍nnọ	ị́ra̍annọ	D	4.
5.	zụ̀ţáa̍nnọ	íri̍annọ	D	5.
6.	ị́kwụ̍annọ	ányị̀kwụ́rụannọ	S	6.
7.	wèréa̍nnọ	àŋụ́h̃a̍maannọ	D	7.
8.	ọ̀dị́ghị̍annọ	kwụ́ọa̍nnọ	D	8.
9.	áŋụ̍ọlam̍aannọ	ọ́gị̀ị́ŋụ̍annọ	S	9.
10.	ọ́ŋụ̍ọnaa̍nnọ	òréh̃a̍annọ	D	10.

48. Oral Response high high or mid high (with respect to the last two syllables)
Written Response ´´ or ̍´

1.	íre̍akw̃'a	HH	1.
2.	ŋụ̀ọ́a̍nnọ	MH	2.
3.	réea̍kw̃'a	MH	3.
4.	áŋụ̍ọnama̍akw̃'a	HH	4.
5.	wèţáa̍nnọ	MH	5.

6.	ányịeŋwe̍ghịannọ	HH	6.
7.	ére̍rema̍akw̃'a	HH	7.
8.	ọ́ŋụ̍ọnaa̍nnọ	MH	8.
9.	íri̍annọ	HH	9.
10.	s̃áãa̍kw̃'a	MH	10.

49. Oral Response high high, low high or mid high (with respect to the last two syllables)
Written Response ´´ , `´ or ˈ´

1.	ị́s̃e̍ezhi	HH	1.
2.	ọ́dị̀leezhí	LH	2.
3.	ọ́zàreezhí	LH	3.
4.	s̃áee̍zhi	MH	4.
5.	ọ́s̃a̍r̃eezhi	HH	5.
6.	ọ́wụ̍ezhi	HH	6.
7.	fụ̀ṭée̍zhi	MH	7.
8.	áfụ̀ṭarameezhí	LH	8.
9.	zàée̍zhi	MH	9.
10.	ọ́gị̀ị́s̃e̍ezhi	HH	10.

You have finished section G. If you have been responding orally, repeat section G writing your responses.

Section H

50. Oral Response high mid or high low (with respect to the last two syllables)
Written Response ´ˈ or ´`

1.	ámaakọ̍	HM	1.
2.	ọ̀kụ́kọ̀	HL	2.

3.	òpópò	HL	3.
4.	òlée̍	HM	4.
5.	ág'ụụ̍	HM	5.
6.	m̀bọ́sì	HL	6.
7.	àsáṭo̍	HM	7.
8.	ìs̃híì	HL	8.
9.	ŋ̀ȷọ́kụ̍	HM	9.
10.	àsáà	HL	10.

You have finished section H. If you responded orally repeat section H writing your responses.

Section I

51.						
	Oral Response	high low	or	low low	(with respect to the last two syllables)	
	Written Response	´`	or	``		
1.	cínyèr̃e				LL	1.
2.	ùgbúà				HL	2.
3.	ọ̀kụ́kọ̀				HL	3.
4.	écìce				LL	4.
5.	úmùáhyà				HL	5.
6.	òwere				LL	6.
7.	únèr̃e				LL	7.
8.	òpópò				HL	8.
9.	ị́fụ̀ṭa				LL	9.
10.	íkèle				LL	10.

You have finished section I. If you responded only orally repeat the exercise writing your responses.

In sections J, K, L, M, and N you are expected to respond only to the first two syllables of longer utterances.

Section J

52.	Oral Response	'same' or 'different'	(with respect to the first two syllables)		
	Written Response	S or D			
1.	m̀ŋwér̃e	ḿŋwer̃e		D	1.
2.	ḿs̃aã	ḿkwụọ		S	2.
3.	ḿkwe	ḿŋụọ		S	3.

53.	Oral Response	high high or low high	(with respect to the first two syllables)		
	Written Response	´´ or `´			
1.	ànyáàsụ			LH	1.
2.	élekere			HH	2.
3.	tòmátò			LH	3.
4.	òpópò			LH	4.
5.	ŋwóok'ó̍			HH	5.
6.	úgutà			HH	6.
7.	ị̀gbụ́rụ			LH	7.
8.	ámaakọ̍			HH	8.
9.	ìs̃híì			LH	9.
10.	énugw̃'ú̍			HH	10.

Section K

54.	Oral Response	'same' or 'different'	(with respect to the first two syllables)		
	Written Response	S or D			
1.	ọ̀gara	ọ̀gághi̍		D	1.

2.	ìȷ'eáhya	ì̩ȷ'éh̃a̍ahya	D	2.
3.	m̀gi̩íga̍	ò̩gi̩í̩ga̍	S	3.
4.	òvúh̃a̍ıvu	ò̩nó̩ghì̩láahya	S	4.
5.	òŋwere	òŋwére	D	5.

55. Oral Response low low or low high (with respect to the first two syllables)
Written Response ` ` or ` ´

1.	ò̩gi̩í̩ga̍ahya	LL	1.
2.	ò̩ŋú̩ru̩mmıı	LH	2.
3.	ìŋwér̃eık'e	LH	3.
4.	ò̩dí̩ghì̩	LH	4.
5.	ùnuŋú̩ru̩ŋkwu	LL	5.
6.	èȷ'éh̃a̍maaba	LH	6.
7.	ànághì̩maaŋú̩mmì̩ĩ̩	LH	7.
8.	ì̩laalúuyò	LL	8.
9.	ì̩gághi̍ıvu̍t̩eıvu	LH	9.
10.	ùnuwet̩areég'o	LL	10.

Section L

56. Oral Response high high or high mid (with respect to the first two syllables)
Written Response ´ ´ or ´ ˈ

1.	íshım̍	my head	HH	1.
2.	ínye̍ȷı	to give yams	HM	2.
3.	yáyuuyò	if he returns home	HH	3.
4.	bíko̍nì	please you (pl.)	HM	4.
5.	hỹédi̩̍kà	about	HM	5.

6.	láanị	only, alone	HH	6.
7.	ákaʒhị	your hand	HH	7.
8.	ị́zụ̍c'a	to finish buying	HM	8.
9.	gílee̍zhi	if you go home	HH	9.
10.	ík'en̍d'ù	Ndu's strength	HH	10.

Section M

57. Oral Response high mid or high low (with respect to the first two syllables)

Written Response ´ˈ or ´`

1.	ŋwán̍ne	HM	1.
2.	íwèt̩a	HL	2.
3.	ị́pa̍t̩a	HM	3.
4.	ị́ga̍fè	HM	4.
5.	ńzụ̀kọ́	HL	5.
6.	ńnàḿ	HL	6.
7.	ị́ga̍ahya	HM	7.
8.	ọ́kwụ̀rụ	HL	8.
9.	ńsògbú	HL	9.
10.	ị́hàfụ	HL	10.

Section N

58. Oral Response high low or low low (with respect to the first two syllables)

Written Response ´` or ``

1.	òwere	LL	1.
2.	écìce	HL	2.
3.	òbodo	LL	3.
4.	ŋwáànyị	HL	4.

5.	ák'ùk'u	HL	5.
6.	áŋwụ̀rụ	HL	6.
7.	ọ̀gara	LL	7.
8.	èbelémm̀ịị̃	LL	8.
9.	kàlabá	LL	9.
10.	únèr̃e	HL	10.

In sections O, P, Q, R, and S you are asked to identify three syllable patterns.

Section O

59. Oral Response high high high or high high mid
Written Response ´ ´ ´ or ´ ´ ˈ

1.	ḿkpụrụ̍		HHM	1.
2.	ík'ekwe	if possible	HHH	2.
3.	ọ́tụtụ	plenty	HHH	3.
4.	ŋwóok'o̍	male,	HHM	4.
5.	íshim̍	my head	HHM	5.
6.	ḿmar̃a	if I know	HHH	6.
7.	jíọma	good yam	HHH	7.
8.	ákar̃i̍	right hand	HHM	8.
9.	ọ́r̃ụghị̍	your farm	HHM	9.
10.	ányịyọ	if we return	HHH	10.

Section P

60.	Oral Response	high high high	or	high mid high	
	Written Response	´´´	or	´ˈ´	
1.	ạ́kwụkwọ			HHH	1.
2.	ọ́ŋụ̍rụ			HMH	2.
3.	íri̍r̃i			HMH	3.
4.	yáŋụọ			HHH	4.
5.	íme̍z̃hi			HMH	5.
6.	íru̍we			HMH	6.
7.	gị́zụrụ			HHH	7.
8.	ŋ́gwa̍nị			HMH	8.
9.	óshishi			HHH	9.
10.	íkpeyọ			HHH	10.

Section Q

61.	Oral Response	high high mid	or	high mid high	
	Written Response	´´ˈ	or	´ˈ´	
1.	ị́kwụ̍shi			HMH	1.
2.	ọ́hụọ̍			HHM	2.
3.	ŋwán̍ne			HMH	3.
4.	ị́gba̍z̃hị			HMH	4.
5.	gíh̃ụya̍			HHM	5.
6.	ị́zụ̍ị			HMH	6.
7.	yányeji̍			HHM	7.
8.	ámakọ̍			HHM	8.
9.	ị́zụ̍rụ			HMH	9.
10.	énugw̃'u̍			HHM	10.

Section R

62. Oral Response Low high high or low high mid

Written Response ` ´ ´ or ` ´ ˈ

1.	ị̀gbụ́rụ	LHH	1.
2.	àsátọ̍	LHM	2.
3.	ị̀sár̃a	LHH	3.
4.	ònyéwụ̍	LHM	4.
5.	òcéghe	LHH	5.
6.	ǹjọ́kụ̍	LHM	6.
7.	pàpáya̍	LHM	7.
8.	òlée̍	LHM	8.
9.	ìŋwér̃e	LHH	9.
10.	ǹsúka̍	LHM	10.

Section S

63. Oral Response identify three syllable patterns

Written Response " " " "

1.	òŋwér̃e	LHH	1.
2.	ác'òrom	HLL	2.
3.	ị́kọ̀jí	HLH	3.
4.	gàwánị	LHH	4.
5.	ị́fụ̀ṭa	HLL	5.
6.	òbodo	LLL	6.
7.	ága̍la	HMH	7.
8.	ḿmad'ụ̀	HHL	8.
9.	òlée̍	LHM	9.
10.	íru̍we	HMH	10.

64. Oral Response identify three syllable patterns
Written Response " " " "

1.	ùgbúà	LHL	1.
2.	ényìḿ	HLH	2.
3.	ák'ụ̀k'ụ	HLL	3.
4.	ákwụkwọ	HHH	4.
5.	ọ̀dị́ghị̀	LHL	5.
6.	àmághị̍m----	LHM	6.
7.	gáfèé	HLH	7.
8.	íkèle	HLL	8.
9.	ọ̀kụ́kọ̀	LHL	9.
10.	mír̃ìki	HLL	10.

65. Oral Response identify three syllable patterns
Written Response " " " "

1.	áhw̃àḿ	HLH	1.
2.	òŋwer̃e	LLL	2.
3.	óshishi	HHH	3.
4.	ọ̀cọrọ	LLL	4.
5.	áŋwụ̀r̃ụ	HLL	5.
6.	hỹédị̍kà	HML	6.
7.	ŋ̀gáà	LHL	7.
8.	únèr̃e	HLL	8.
9.	òpópò	LHL	9.
10.	ị́ga̍fè	HML	10.

Section T

66.	Oral Response Written Response	'same' or 'different' S or D	(with regard to the entire tone pattern)	
1.	àmụrụghị́	ámụ̀rụghị́	D	1.
2.	áyọ̀rụyá	áyọ̀rụyá	S	2.
3.	ị̀kọrọjí	ị́kọ̀rọjí	D	3.
4.	ọ̀zarịyá	ọ̀zarịyá	S	4.
5.	ọ́zụ̀rụjí	ọ̀zụrụjí	D	5.
6.	ọ̀kọrọjí	ọ̀kọrọjí	S	6.
7.	àyorụyá	áyọ̀rụyá	D	7.
8.	ọ̀zarịyá	ọ́zàrịyá	D	8.
9.	ọ́zụ̀rụjí	ọ́zụ̀rụjí	S	9.
10.	ámụ̀rụghị́	ámụ̀rụghị́	S	10.

Section U

67.	Oral Response Written Response	'same' or 'different' S or D	(with respect to tone patterns only)	
1.	ìt'éele	kèghíkweni	S	1.
2.	ég'oo̍le	náak'ụ̀k'u	D	2.
3.	ị̀fụṭála	ìj'eọ́r̃ụ	S	3.
4.	wèṭạ́rạm̍	ọ̀wụ́gịrị̍	S	4.
5.	óbya̍ala	ényị̍a̍nyị	D	5.
6.	zụ̀rụ́wanị	ọ̀wụ́gịrị̍	D	6.
7.	ị́ŋụ̍gịrị̍	íku̍mir̃i̍	S	7.
8.	íme̍ene	íma̍ṭịya	S	8.

9.	ìgakwanị	ọ̀megheké	D	9.
10.	ị́hụ̍dọktọ̀	íri̍edè	S	10.

Section V

68. Oral Response — identify four syllable patterns
Written Response — ˋˊˊˊ or ˋˋˊˊ

1.	ị̀r̃ụ́w̃ana	LHHH	1.
2.	ị̀nọdị́la	LLHH	2.
3.	ị̀yọwála	LLHH	3.
4.	ị̀gáwala	LHHH	4.
5.	ìshíwele	LHHH	5.
6.	ị̀fụṭála	LLHH	6.
7.	ị̀zụ́wala	LHHH	7.
8.	ị̀fụwála	LLHH	8.
9.	ị̀láwala	LHHH	9.
10.	ị̀kọwála	LLHH	10.

69. Oral Response — identify four syllable patterns
Written Response — " " " "

1.	ìt'éele	LHHH	1.
2.	ị̀fụṭála	LLHH	2.
3.	àhụ́ghịà	LHHL	3.
4.	ádị̀mḿma̍	HLHM	4.
5.	kèghíkweni	LHHH	5.
6.	íme̍ene	HMHH	6.
7.	ìméwẽne	LHHH	7.
8.	ényi̍a̍nyi	HMMH	8.

9.	íshi̍ik'e	HMHH	9.
10.	ọ̀wụ́gịrị̍	LHHM	10.

70. Oral Response identify four syllable patterns
Written Response " " " "

1.	ìj'eọ́f̃ụ	LLHH	1.
2.	gíŋwàkwanụ	HLLL	2.
3.	íma̍t̩ịya	HMHH	3.
4.	íku̍mif̃i̍	HMHM	4.
5.	ị́kọ̀édè	HLHL	5.
6.	ég'oo̍le	HHMH	6.
7.	ị́h̃ụ̍dọktọ̀	HMHL	7.
8.	p'énìannọ́	HLLH	8.
9.	éj'èmmíf̃i̍	HLHM	9.
10.	òlée̍hỹe	LHMH	10.

71. Oral Response identify four syllable patterns
Written Response " " " "

1.	ónyekeè	HHHL	1.
2.	íri̍edè	HMHL	2.
3.	òmegheké	LLLH	3.
4.	ọ́bya̍ala	HMHH	4.
5.	yábyaahya̍	HHHM	5.
6.	íŋwe̍ik'e	HMHH	6.
7.	òlée̍be	LHMH	7.
8.	láak'ụ̀kụ	HHLL	8.
9.	ébeuyò	HHHL	9.
10.	ị̀gakwanị	LLLL	10.

72. Oral Response identify four syllable patterns
Written Response " " " "

1.	ị́ŋụ̍mịr̃ị̍	HMHM	1.
2.	kàị́cọ̀rọ	LHLL	2.
3.	wèṭáram̍	LHHM	3.
4.	ídi̍mma	HMHH	4.
5.	àmụrụghí	LLLH	5.
6.	ị́zụ̍akw̃'a	HMHH	6.
7.	ị́fụ̀ezhí	HLLH	7.
8.	ị́s̃a̍akwà	HMHL	8.
9.	zụ̀rụ́wanị	LHHH	9.
10.	ǹdéèwó	LHLH	10.

Section W

73. Oral Response 'same' or 'different' (with respect only to tone)
Written Response S or D

1.	wèṭákwaram̍	ị̀r̃ụ́w̃anae̍	S	1.
2.	éwe̍liiwe	ála̍walam̍	D	2.
3.	ọ́kọ̀gheédè	p'énìasáà	S	3.
4.	ázụ̀ghamńhỹ́e	éȷ'èmaáhya	S	4.
5.	ékèlelém	òmeghegị́rị̍	D	5.
6.	ọ́ŋụ̍ghamir̃i̍	ị́g'ụ̍akwụkwọ	D	6.
7.	éȷ'èmaáhya	ánọ̀mnáahya	D	7.
8.	éwe̍liiwe	ị́g'ụ̍akwụkwọ	S	8.
9.	ála̍walam̍	ọ́ŋụ̍ghamir̃i̍	S	9.
10.	ányị̀dịḿma̍	ọ́kọ̀gheédè	D	10.

Section X

74. Oral Response identify five syllable patterns
Written Response " " " "

1.	éj'èmaáhya	HLLHH	1.
2.	wèt̩ákwaram̍	LHHHM	2.
3.	èrú̩wanae̍	LHHHM	3.
4.	ó̩kò̩gheédè	HLLHL	4.
5.	ányì̩di̩ḿma̍	HLLHM	5.
6.	ála̍walam̍	HMHHM	6.
7.	p'énàasáà	HLLHL	7.
8.	ó̩ŋu̍ghamir̃i̍	HMHHM	8.
9.	wèrénieg'o̍	LHHHM	9.
10.	òmeghegí̩ri̩̍	LLLHM	10.

75. Oral Response identify five syllable patterns
Written Response " " " "

1.	ánò̩mnáahya	HLHHH	1.
2.	ázù̩ghamńhỹe	HLLHH	2.
3.	ńdi̩ogòḿ	HHHLH	3.
4.	pósò̩ó̩fì̩si̩	HLHLL	4.
5.	éwe̍liiwe	HMHHH	5.
6.	ékèleleḿ	HLLLH	6.
7.	í̩nò̩núuyò	HLHHL	7.
8.	r̃íe̍nyaàsu̩	HMHLL	8.
9.	í̩g'u̩̍akwu̩kwo̩	HMHHH	9.
10.	íkèleńd'ù̩	HLLHL	10.

IGBO

PARTS II and III

UNITS 1 - 30

Unit I

Pronunciation	Structure
-A-	
ít'e̍	(H)[1]
ìt'éele	ì-t'ée-le
-B-	
ée	
ɨ́fʉ̀	(L)[1]
-t̩a/-t̩e	('adverbial suffix)[2]
ɨ́fʉ̀t̩a	(L +)[1]
ée ɨ̀fʉt̩ála	ée ɨ̀-fʉt̩á-la
-A-	
àhʉ́	
ghɨ́/ghí/gɨ́/gí	('independent pronoun')
-à/-è	(suffix)[2]
àhʉ́ghaà	àhʉ́-ghɨ-à
-B-	
ɨ́dɨ̍	(HL)[1]
-m/-mʉ	(pronoun suffix)[2]
ádɨ̀m	á-dɨ̀-m
ḿma̍/ḿma	
ádɨ̀mḿma̍	á-dɨ̀-m-ḿma̍

Basic Sentences

Spelling		English
	-A-	
ite		to awaken
I teele?		Good morning. ('Have you awakened?')
	-B-	
e		yes
ifu		to go out
-ta		-motion toward, action reaching its goal
ifuta		to come out
E, i futala?		Good morning. ('Have you come out?')
	-A-	
ahu		body
gi/ghi		you (singular)
-a		this
Ahu gi a?		How are you? ('Your health?')
	-B-	
idi		to be (state, condition or permanent place)
m		I
adi m		I am
nma		a well one, a good one
Adi m nma.		I'm fine.

ŋ̀ke/kè	
kèghí	kè-ghí
-kwé/-kwá	(conjunctive adverbial suffix)
-ní/-nị́/-nú/-nụ́	(conjunctive adverbial suffix)
kwéni/kwánị	kwé + ni/kwá + nị
kèghíkweni	kè-ghí-kwe-ni

-A-

ó-/ọ́-	(pronoun prefix)
ọ́dị̀ḿma̍	ọ́-dị̀-ḿma̍
ị́j'é	
nà-/là-/ná-/lá-^{3}	(preposition)
òlée̍	
ìj'eloolée̍	ì-j'è-la-olée̍

-B-

ị́cọ̍	
ácọ̀rọm	á-cọ̀ro-m
ị́ga̍	
ácọ̀rọmịị́ga̍ahya	á-cọ̀rọ-mụ-ị́ga̍-ahya

-A-

-we/-wa/-w̃e/-w̃a	(adverbial suffix 'inceptive')
gàwánị	gàwá-nị

-B-

ódị̀ḿma̍	ọ́-dị̀-ḿma̍

nke	that, the one, of
ke gi	yours
-kwe	and, too, also
-ni	then, in that case
kweni	and then - (in response to a previous utterance)
Ke ghi kweni?	And yours?

-A-

o/ọ	he, she, it
Ọ di mma.	(It is) fine.
ije	to be en route to, to go (to)
na	in, on, at, to
ole	which? what?
Ije n'olee?	Where are you going? ('You en route to which (place)')

-B-

icọ/ichọ	to want
acọrọ m	I want
iga	to go
Acọrọ m iga ahia.	I want to go to market.

-A-

-we/-wa/-nwe/-nwa	start to ----
Gawani.	Goodbye. ('Go along then.')

-B-

Ọ di mma.	Fine.

Footnotes

[1] These formulae refer to the tone class of these verbs--which will be explained below.

[2] Affixes, which cannot occur alone, are not pronounced separately in build-ups.

[3] The tone of the preposition na/la is the same as the tone of the following syllable.

Note 1.1 The Writing Systems of Igbo and the Transcription Here Employed:

Unfortunately Igbo does not have a single generally accepted orthography. The two systems in use differ primarily in the number of vowel symbols used ('old' orthography uses six, 'new' orthography eight). Furthermore, the tendency has been to write in terms of the Onitsha dialect. This dialect has a number of differences from the Central dialect and lacks several phonemes which the latter has.

Furthermore, neither writing system employs any sign for nasalization of vowels or consonants, or for aspiration. Similarly several letters in common orthographies stand for several different phonemes, doubled sounds are often written single and an apostrophe is irregularly used to represent assimilations. In addition these orthographies fail to mark tone.

For all these reasons it is necessary to employ in these units a transcription to represent the pronunciation of Igbo. An effort is made in this transcription both to represent all the phonemes of the language and to keep as close as possible to the appearance of written Igbo as the student may later encounter it. This latter criterion causes departure from the 'one phoneme, one letter' principle - a number of phonemes are written with di-graphs.

The alphabet most commonly encountered in Igbo written materials and used in the 'spelling' column of these units is as follows:

a, b, gb (b̩), d, e, f, g, gh, h, i, j, k, l, m, n,
ŋ (ṅ), o, o̩, p, kp, r, s, sh, t, u, v, w, y, z, ch (c)
gw, kw, nw, ny

The 'new' orthography occasionally seen employs also the letters ε (for /e/), ɵ (for /u̩/), ɔ (for /o̩/) and consistently employs c instead of ch and gb instead of b̩.

The alphabet used in these lessons employs the sign /'/ for aspiration and sub-script marks /̩/ to represent other departures from the value of the letters in the above alphabet. Our alphabet is thus:

a, b, b', gb, d, d', e, f, g, g', gh, h, i, ɨ, j, j',
k, k', l, m, n, ŋ, o, o̩, p, p', k , r, s, sh, t, t',
t̩, u, u̩, v, w, y, z, zh, c, c', gw, gw', hw, kw, kw',
ŋw, ny

Also employed are the following signs:

/˜/ - Nasalization - placed over the first phoneme of a nasalized syllable, i.e. /f̃i/. If a syllable commences with a digraph (/kw/ etc.) or a consonant cluster (/hy/ etc.) the nasalization mark is placed over the lower consonant letter, i.e. /kw̃a/, /hỹe/, /s̃hi/. If both consonant letters are low, it occurs on the first, /g̃w'u/. Syllables commencing with a nasal consonant /m/, /n/, /ny/, /ŋ/, /ŋw/ are nasalized throughout and are not marked with /˜/.

/ˊ/ - High Tone - placed over the syllabic: /á/, /ḿ/.

/ˈ/ - Mid Tone - placed over the syllabic: /a̍/.

/ˋ/ - Low Tone - placed over the syllabic: /à/.

/↑/ - Up-step juncture - a juncture consisting of a raising of the pitch level of the entire utterance.

- Space - indicating juncture between phrases.

Tone is marked only where pitch changes - that is, if a syllable has the same pitch as the preceding syllable within a phrase, no tone mark is employed. Thus:

ácọ̀rọmịị́ŋụ̍mir̃i̍ 'I want to drink water.'

represents a phrase in which the first syllable is high, the second, third and fourth low, the fifth high, the sixth lowered but not low (that is mid), the seventh the same pitch as the sixth (here phonemically high) and the last again lowered - mid. Our marking of tone is thus not strictly phonemic. The phrase is phonemically: /ácọ̀rọ̀mị̀ị́ŋụ̍mír̃i̍/

Note 1.2 The Phonemes of Igbo:

1.2.1 Vowels:

Igbo has eight vowels in two groups - these groups are the basis for the variations known as 'vowel harmony'.

The eight vowel phonemes are:

High	Front	Back
Close (tense)	i	u
Open (lax)	ị	ụ
Low		
Close	e	o
Open	a	ọ

The two groups referred to are the Close Group and the Open Group.

Description of the Vowel Phonemes:

/i/ is a very high, quite tense, front vowel somewhat like the ee of English feet /fiyt/. In the English word there is a glide from the /i/ which we represent by /y/. The Igbo sound is formed without any glide, approximately in the position of the ending point of the English /y/ glide: /íri̍/ 'to eat'.

/ị/ is a high relatively lax front vowel, more open than /i/ and somewhat like the vowel of English fate /feyt/ but without the glide and higher - toward the vowel of fit /fit/: /ị́dị̍/ 'to be'.

/e/ is a lower front relatively tense vowel approximating the vowel of English met /met/ but somewhat higher approaching the vowel of fate, but, of course, unglided: /édè/ 'coco yam'.

/a/ is a low more central vowel and is quite lax - much like the vowel of English hot /hat/ but not quite as far back in the mouth. Actually this sound can be approximated by producing a vowel between that of hot and that of hat: /àla/ 'earth, down, country'.

The following back vowels are rounded. Rounding in Igbo is not a pursing of the lips into a fully circular shape but rather a tension producing a more oval shaped opening.

/u/ is a back high rounded vowel higher and more tense than any English vowel. It approximates the vowel sound of English boot /buwt/ but is not glided, being more like the end of the /w/ glide than any other part of that sound: /úyò/ 'house', /íru̍/ 'to reach' /únù/ 'you (plural)'.

/ụ/ is a back rounded vowel more lax and more central than /u/. It approximates the vowel sound of English soot /sut/ but is higher and a little more forward in the mouth: /ɨ́kụ̍/ 'to sow' /ɨ́vụ̀/ 'to dig out'.

/o/ is a back rounded vowel lower than /ụ/ and quite tense. It approximates the vowel of English oats /owts/ but is unglided and exhibits a much flatter rounding of the lips than does the English sound: /úyò/ 'house', /ókwu/ 'speech', /ég'o/ 'money'.

/ọ/ is a back rounded lax vowel considerably lower than /o/ and much like the English vowel in caught /kɔt/: /ọ́ dɨ̀/ 'he is' /dọ́ktọ̀/ 'physician', /ákwụkwọ/ 'book, paper'.

1.2.2 Consonant Phonemes:

/p/ is an unaspirated sound much like the English p in spot: /épe/ 'orange' /òpi/ 'pipe'.

/p'/ is a strongly aspirated sound much like the p of English pit but more strongly aspirate: /ɨ́p'ya̍/ 'to whip' /p'énì/ 'penny'.

/b/ is an unaspirated bilabial stop much like the English *b* in *able*: /ɨ́ba̍/ 'to grow rich', /ùbé/ 'a cry'.

/b'/ is a strongly aspirated bilabial voiced stop much like the *b* in English *bet* but more strongly aspirated than any English *b*: /ɨ́b'a̍/ 'to scold', /ùb'é/ 'a pear'.

/t/ is an unaspirated alveolar voiceless stop much like the *t* in English *stop*: /íte̍/ 'to boil soup'.

/t'/ is an aspirated alveolar voiceless stop much like the *t* in *tin* but more strongly aspirate: /ít'e̍/ 'to wake up'.

/d/ is an unaspirated voiced alveolar stop much like the English *d* in *do*: /ụ̀dọ/ 'rope', /ɨ́dụ̍/ 'to follow'.

/d'/ is an aspirated voiced alveolar stop which is, however, frequently to be heard as a voiceless variant made by a flap of the tongue against the alveolar ridge accompanied by heavy aspiration: /ụ̀d'ọ/ 'noise, racket', /ɨ́d'ụ̍/ 'to sew'.

/c/ is a voiceless alveolo-palatal affricated stop much like the consonant sound of English *itch*: /ícè/ 'to think'.

/c'/ is a strongly aspirated voiceless alveolo-palatal affricated stop much like the first *ch* in *church* but more strongly aspirated: /íc'è/ 'different'.

/j/ is a voiced alveolo-palatal affricated stop much like the *dg* of English *bridge*: /íjè/ 'to imitate'.

/j'/ is a strongly aspirated voiced alveolo-palatal affricated stop much like the *g* of English *gist* but more strongly aspirated: /íj'e̍/ 'to go, to travel'.

/k/ is a voiceless velar unaspirated stop much like the *c* in English *scat*: /ɨ́kụ̍/ 'to ring, to knock', /íké/ 'to harvest', /íkè/ 'to divide'.

/k'/ is a strongly aspirated voiceless velar stop much like the *k* in English *kill* but more aspirated: /ɨ́k'ụ̍/ 'to sow', /ík'é/ 'to tie up', /ík'è/ 'bottom'.

/g/ is an unaspirated voiced velar stop much like the *g* of *ago*: /ɨ́ga̍/ 'to go', /ɨ́gụ̍/ 'to pull out of water'.

/g'/ is a strongly aspirated voiced velar stop much like the g of get but more aspirate: /ɨ́g'a̍/ 'to grow', /ɨ́g'u̩̍/ 'to count'.

/kw/ is a voiceless unaspirated labialized (lip-rounded) velar stop much like the qu in squill: /íkwe̍/ 'to agree'.

/kw'/ is a strongly aspirated voiceless labialized velar stop somewhat like the qu in quit but more aspirate: /íkw'e̍/ 'to have a miscarriage'.

/gw/ is an unaspirated voiced labialized velar stop somewhat like the gw of Gwen: /ɨ́gwa̍/ 'to tell'.

/gw'/ is a strongly aspirated voiced labialized velar stop with no near English equivalent: /énugw'u̍/ 'Enugu (city)'.

/gb/ is an ingressive voiced bi-labial stop unlike anything in English or familiar European languages. It is formed by a closure of the lips followed by a lowering of the glottis (with the vocal chords vibrating) forming a vacuum in the mouth cavity. When the sound is released air is sucked in through the lips with a slight bi-labial friction making a w-like glide: /égbè/ 'gun'.

/kp/ is an implosive glottalized bi-labial voiceless stop, resembling /gb/ but formed by closure of the glottis and the lips simultaneously. Lowering of the closed glottis produces a vacuum in the mouth cavity followed with a sharply implosive release: /ɨ́kpa̍/ 'to gather', /àkpa/ 'bag', /ékpo/ 'gong'.

/t̩/ is an alveolar implosive voiceless stop resembling nothing in English. It is formed by making a closure like that for /t/ or /d/ and simultaneously a closure of the glottis, the lowering of which produces a vacuum so that air is sucked in when the tongue closure is released: /àt̩ó̩/ 'three', /ɨ́fù̩t̩a/ 'to come out'. The release has voicing - here non-contrastive.

/ˀ/ a glottal stop which need be written only when it occurs medially as in some exclamations: /êˀȅ/ 'no'.

/m/ is a bilabial nasal much like English /m/. It occurs in initial position as a syllabic homorganic with a following /m/, /p/, /b/, /kp/ or /gb/: /éȷ'èm/ 'I'm going', /ḿma/ 'good'.

/n/ is an alveolar nasal much like English /n/ but farther forward against the teeth. /n/ occurs as a syllabic in initial position before consonants (in which position there is no contrast between /n/, /ny/ and /ŋ/): /nà/ 'and', /ńnà/ 'father'.

/ny/ is a palatal nasal resembling the /ny/ of English *canyon*. As a syllabic before palatal stops it is written *n*: /ényì/ 'friend', /ónye/ 'person', /ǹjọ́kụ̍/ (a proper name).

/ŋ/ is a velar nasal like the ng of *sing*. We write the syllabic before velar stops /ŋ/: ŋ̀ga 'place, spot', /ị́ŋụ̍/ 'to drink', /ŋ́kwụ/ 'oil palm'.

/ŋw/ a labialized velar nasal which does not occur as a syllabic (hence is probably to be interpreted as a cluster of /ŋ/ plus /w/): /íŋwė/ 'to have', /ŋwóke/ 'male', /ŋ̀ŋwáànyị/ 'woman'.

/f/ is a voiceless labio-dental fricative much like English /f/: /ị́fụ̀/ 'to go out'.

/v/ is a voiced labio-dental fricative much like English /v/: /ị́vụ̀/ 'to dig out'.

/s/ is a voiceless alveolar grooved fricative much like English /s/: /àsáà/ 'seven'.

/z/ is a voiced alveolar grooved fricative much like English /z/: /ụ́zọ̀/ 'road', /ị́zụ̍/ 'to buy'.

/sh/ is a voiceless palatal fricative much like the *sh* of English *shame*: /shínì/ 'shilling'.

/zh/ is a voiced palatal fricative much like the *ge* of English *beige*: /èzhí/ 'compound, yard, household'.

/gh/ is a voiced velar fricative unlike any English sound. It is formed by a near closure between the back of the tongue and the velum with weak friction: /ghị́/ 'you (singular)'.

/h/ is a voiceless pharyngeal fricative much like the English *h* in *hold* but with more friction: /àhụ́/ 'body'.

/hw/ is a voiceless labialized pharyngeal fricative much like the sound used by some English speakers in *when* or *where*: /áhw̃à/ 'name'.

/r/ is a flap of the tongue against the alveolar ridge close behind the upper teeth - quite unlike English /r/ but resembling the common American pronunciation of the *t* in *water*. There is a slight hint of a lateral release of this sound with a result that it often sounds to American ears like an *l* of some kind: /íri̍/ 'to eat'.

/l/ is an alveolar lateral much like English /l/: /òlée̍/ 'what, which'.

/w/ is a babial glide much like English /w/: /gàwánị/ 'go along then'.

/y/ is a palatal glide much like English /y/: /úyò/ 'house'.

Note 1.3 Tone:

Every syllable in Igbo has a pitch known as its *tone*. The actual absolute pitch of syllables, of course, varies with different speakers, styles of speaking and different positions in a phrase. What is important to the system of Igbo is the pitch of a syllable *relative* to that of adjacent syllables.

Igbo has three significant relative pitch levels - tones:

High / ´ /

Mid / ˈ /

Low / ` /

Following silence (at the beginning of a tone phrase) the first tone of the phrase is high or low:

/íj'è/ 'you are going' /ìj'e/ 'are you going'

After a low tone the tone of the next syllable may be low (same as the preceding syllable) or high. High tone following low tone is never as high as a preceding high tone:

/ìj'e/ 'are you going?' /àhụ́/ 'body, health'

After any non-low tone the ensuing tone may be one of three possibilities: equally high: /áhya/ 'market'; low: /dọ́ktọ̀/ 'physician'; or somewhat lower - that is *mid*: /ít'e̍/. Mid tone thus follows either high or mid tone as a step down from the preceding, but does not follow low tone.

In an Igbo phrase, then, there is a pattern of pitch levels declining throughout the phrase - not steadily but in steps - each time the pitch goes from low to high the new high is a step lower than a former high. Similarly one or more mid tones may occur producing with each a step down from the previous tone. Igbo is thus a 'terraced tone language', as are a number of other African languages.

Changes of tone pattern from the 'basic' tone of an Igbo word are frequent and usually indicate something about the grammatical structure.

Note 1.4

a) Compare the forms:

ádị̀ḿma̍	'I'm fine.'
ọ́dị̀ḿma̍	'It is fine.'

The portions of these utterances which differ are á----m̀ in the first compared to ọ́ in the second. These portions refer to first and third person singular respectively. We call a- nd ọ- 'pronoun prefixes' and -m a pronoun suffix and we do not mark tone on these forms when we cite them since their tone changes with different types of utterance.

Thus third person 'subject' is represented by a pronoun prefix ọ (which is pronounced also o in accordance with the rules of vowel harmony).

Similarly first person singular is represented by a pronoun prefix a (or e with different vowel harmony) and by a pronoun suffix m.

Note the first person singular prefix and suffix in:

ácọ̀rọmịị́ga̍ahya

Here the first person pronoun suffix is /-mị̀/. Actually this form represents an 'assimilation' of the vowel of /mu̩/[1] 'I' to the following vowel The prevalence of such assimilations in Igbo is the principal reason why there are four columns in each dialogue - the left hand column representing the common pronunciation, the left-center column giving an analysis of the utterance in terms of a more basic shape of each unit in the utterance and the right-center column giving the spelling.

The first person 'subject' form, then, is:

a----m or e----m

before following consonants and

a----mu̩- or e----mu̩-

before following vowels (the hypen indicating assimilation to the following vowel).

The third person 'subject' form is a pronoun prefix:

o or o̩

b) Compare the forms:

ìt'éele	'Have you awakened.'
ì̩fu̩t̩ála	'Have you come out.'

These two forms illustrate the pronoun prefix for 'you' (singular) which corresponds to the independent pronoun form ghí or ghí̩ . In these two utterances these prefixes are low in tone in affirmative questions.

The second person singular subject form is:

i or i̩

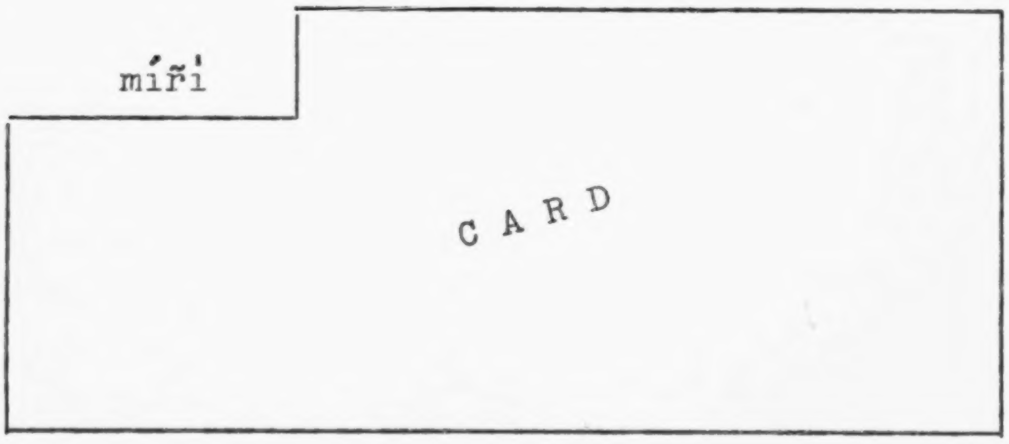
Instructions for Use of Drills

The drills provided in this course are generally of the pattern - substitution variety. The format of visual presentation is of two columns (occasionally more) with a 'key word' or phrase on the left, the complete utterance on the right. These columns are so arranged that a 4 x 6 index card suitably notched may be used to cover the response exposing the key word and the pattern sentence thus:

---

[1] When new forms are introduced at any point in these units except in basic dialogues, they are enclosed in boxes.

ácọ̀rọmịị́ga̍ahya



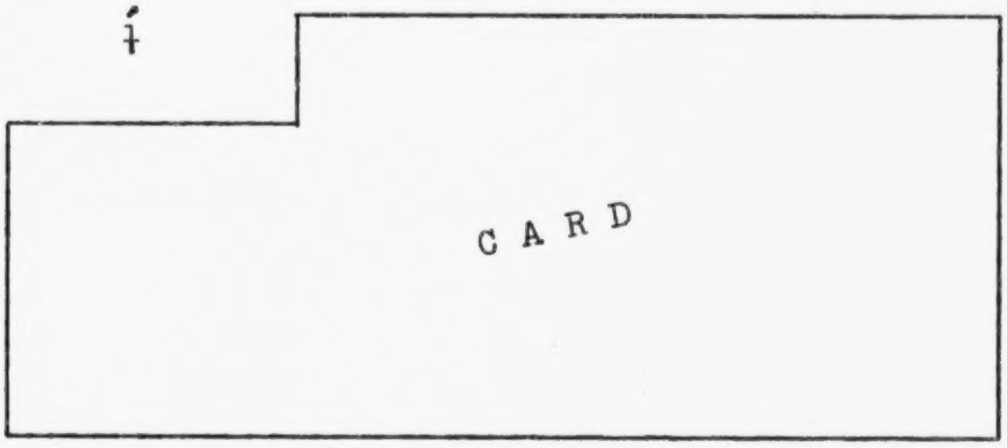
The part of the utterance for which the key word is to be substituted is underlined. Thus in the sentence above, mír̃i̍ is to be substituted for ahya. The student is thus expected to produce the utterance:

ácọ̀rọmịị́ga̍mir̃i̍

After having said this sentence to his or his teacher's satisfaction, the student slips his card down a line thus:

ácọ̀rọmịị́ga̍ahya

mír̃i̍ ácọ̀rọmịị́ga̍mir̃i̍



exposing the correct response (which he compares with what he has just uttered), and a new key word, ɨ́, which he is to substitute, in this example, for a----mɨ, producing the sentence:

ɨ́cǫ̀rɨɨ́ga̍mir̃i̍

This process is continued until the exercise is finished.

In class with a teacher this process is intended to be done completely orally, with the teacher giving the key word orally and the student producing the response without reference to the printed material.

The tapes which accompany the course are designed with sufficient time between the utterances for the student to produce the utterance after the key word is pronounced and also to repeat the utterance after the recorded voice. Thus this drill as done with the tape should go like this:

Tape Voice	ácǫ̀rǫmɨɨ́ga̍ahya
Student	ácǫ̀rǫmɨɨ́ga̍ahya
Tape Voice	ácǫ̀rǫmɨɨ́ga̍ahya
Student	ácǫ̀rǫmɨɨ́ga̍ahya
Tape Voice	mír̃i̍
Student	ácǫ̀rǫmɨɨ́ga̍mir̃i̍
Tape Voice	ácǫ̀rǫmɨɨ́ga̍mir̃i̍
Student	ácǫ̀rǫmɨɨ́ga̍mir̃i̍
Tape Voice	ɨ́
Student	ɨ́cǫ̀rɨɨ́ga̍mir̃i̍
Tape Voice	ɨ́cǫ̀rɨ́ga̍mir̃i̍
Student	ɨ́cǫ̀rɨɨ́ga̍mir̃i̍
Tape Voice	ŋ̀gáah̃à
Student	ɨ́cǫ̀rɨɨ́ga̍ŋ̀gáah̃à
Tape Voice	ɨ́cǫ̀rɨɨ́gáŋ̀gáah̃à

Student	ị́cọ̀rịị́ga̍ŋ̀gáah̃à
Tape Voice	ọ́

etc.

Drill 1.1

Useful words:

yá	'he, she, it' (independent pronoun corresponding to the pronoun prefix _o_ or _ọ_)
mụ́	'I'
òwere	Owerri, the name of a city
mír̃i̍	water, stream, body of water, rain
ŋ̀ga	place
áh̃à	that
ŋ̀gaáh̃à	there

a) Variation Drill on a Basic Sentence

	Word or prefix for Substitution - 'Key Word'	Sentence - 'Pattern'	
1.		ácọ̀rọmịị́ga̍_ahya_	á-cọ̀rọ-mụ-ị́ga̍-ahya
2.	mír̃i̍ (water)	_á_cọ̀rọ_mị_ị́ga̍mir̃i̍	á-cọ̀rọ-mụ-ị́ga-mir̃i̍
3.	ị́	ị́cọ̀rịị́ga̍_mir̃i̍_	ị́-cọ̀rọ-ị́ga̍-mir̃i̍
4.	ŋ̀gaáh̃à	_ị́_cọ̀rịị́ga̍ŋ̀gáah̃à	ị́-cọ̀rọ-ị́ga̍-ŋ̀ga-áh̃à
5.	ọ́	ọ́cọ̀rịị́ga̍_ŋ̀gáah̃à_	ọ́-cọ̀rọ-ị́ga̍-ŋ̀ga-áh̃à

6.	òwere	ọ́cọ̀rịị́go̍òwere	ọ́-cọ̀rọ-ị́ga̍-òwerre
7.	á----mụ̀	ácọ̀rọmịị́goòwere	á-cọ̀rọ-mụ-ị́ga̍-òwerre
8.	áhya	ácọ̀rọmịị́ga̍ahya	á-cọ̀rọ-mụ-ị́ga̍-ahya

b) Variation Drill on the same sentence with pronoun substitutions given in 'basic' form - the student is to produce the proper pronoun prefix/suffix:

1.		ácọ̀rọmịị́ga̍ahya	á-cọ̀rọ-mụ-ị́ga̍-ahya
2.	míf̃i̍	ácọ̀rọmịị́ga̍mif̃i̍	á-cọ̀rọ-mụ-ị́ga̍-mif̃i̍
3.	yá	ọ́cọ̀rịị́ga̍mif̃i̍	ọ́-cọ̀rọ-ị́ga̍-mif̃i
4.	òwere	ọ́cọ̀rịị́go̍òwere	ọ́-cọ̀rọ-ị́ga̍-òwere
5.	ghị́	ị́cọ̀rịị́go̍òwere	ị́-cọ̀rọ-ị́ga̍-òwere
6.	ŋ̀gaáh̃à	ị́cọ̀rịị́gàŋgáah̃à	ị́-cọ̀rọ-ị́ga̍-ŋ̀ga-áh̃à
7.	mụ́	ácọ̀rọmịị́ga̍ŋ̀gáah̃à	á-cọ̀rọ-mụ-ị́ga̍-ŋ̀ga-áh̃à
8.	áhya	ácọ̀rọmịị́ga̍ahya	á-cọ̀rọ-mụ-ị́ga̍-ahya

Drill 1.2 Phonetic Drills on Vowels /i/, /ị/, /u/ and /ụ/

a) /i/ initially before various consonants

íbe̍	to cry	íj'e̍	to be en route to
íb'o̍	to accuse	íkpe	judgement
ìgbo	Igbo	ìrí	ten
íde̍	to write	ìs̃ó	five
íd'o̍we	to discard	íshi	head
ífè	to pass	ìte	pot
ígùzo	to stop	ít'e̍	to awaken
íghe̍	to fry	ívu	load
ìfé	Ife (place)	íwe	anger
íh̃u	face	íyi	stream

ízù	week	íkwe̍	to agree
íz̃hì	to deliver (message)	íŋwe̍	to have
íce̍	to await	ínye̍	to give
ígwè	bicycle		

b) /i/ finally

íbi̍	to live	íshi	head
dí	husband	íti̍i	to put into
jí	yam	íyi	stream
mír̃i̍	water	óz̃hi	message
p'énì	penny	ényì	friend
íri̍	to eat		

c) /ɨ/ initially before various consonants

ɨ́bò̩	to break (of day)	ɨ́la̍	to go home
ɨ́b'à	to go in	ɨ́mu̩̍	to give birth to
ɨ́gba̍	to run	ɨ́nò̩	to stay
ɨ́dɨ̍	to be	ɨ́pa̍	to carry
ɨ́d'à	to fall	ɨ́kpo̩̍	to call
ɨ́fù̩	to go out	ɨ́r̃u̩̍	to work
ɨ́ga̍	to go	ɨ́sɨ̍	to say
ɨ́g'u̩̍	to read	ɨ́shɨ̍	to lie
ɨ́gha̍	to lie	ɨ́vù̩	to dig out
ɨ́hò̩	to choose	ɨ́wu̩̍	to be
ɨ́ju̩̍	to ask	ɨ́yò̩	to sift
ɨ́kò̩	to cultivate	ɨ́zu̩̍	to buy
ɨ́k'u̩̍	to sow	ɨ́co̩̍	to want

íc'a̍	to be ripe	ị́hw̃à	to be pleasant
ị́gwa̍	to tell	ị́kwụ̍	to pay

d) /ị/ finally

ị́dị̍	to be	àshị́	a lie
sị́	that	ńtàkị́rị	small
kwánị	and then	m̀mị́ị̃	wine
ányị̀	we	ŋ́kuzhị	teaching

e) /u/ initially

ùb'é	pear	únù	you (plural)
ùgbúà	now	úrù	gain, benefit
údì	Udi (place)	úyò	house
ùjís̃hì	nighttime	úkwu	big
únèr̃e	banana		

f) /u/ finally

ńsògbú	trouble	úkwu	big
íru̍	to reach	ígbu̍	to kill
únù	you (plural)	íku̍	to dip up
ívu̍	to be fat	tútu	before
júùnu	June	ízù	to meet
cúkwu	God	ígwù	to swim

g) /ụ/ initially

ụ́bọ̀cị	day	ụ̀kọ́	scarcity
ụ́gbọ	powered vehicle	ụ́mụ̀	offspring
ụ̀fọ́dụ	some	ụ́kpa	type, brand
ụ̀ghá	falsehood	ụ́r̃a	sleep

ụ̀t'ụ́t'ụ̀	morning	ụ̀c'á	white
ụ́zọ̀	road	ụ́kwụ	foot, leg
ụ̀cọ́	sweet	ụ́gwọ	debt

h) /ụ/ finally

ị́fụ̀	to go out	ị́ŋụ̍	to drink
ị́g'ụ̍	to read	ị́kpụ̍	to entertain
ị́h̃ụ̍	to see	ọ́r̃ụ	work
ị́jụ̍	to ask	ị́wụ̍	to be
ị́kụ̍	to knock	ị́zụ̍	to buy
ị́k'ụ̍	to sow	ị́gwụ̍	to finish
ị́mụ̀	to learn	ị́kwụ̍	to pay
ị́nụ̍	to hear		

Note 1.5 Assimilation

Note these utterances as they appeared in the Pronunciation and Structure columns:

àhú̩ghaà	àhú̩-ghi̩-à
òlóo̍t'u	òlée̍-ot'u
òlée̍biij'è	òlée̍-ebe-i-j'e
j'òót'uo̩ma	j'èé-ot'u-o̩ma

The differences between the representations of these utterances in the right-hand column and in the left are largely matters of vowel assimilation although there is also represented a tendency for a three-vowel sequence to contract to only two in length.

Assimilation is very widespread in Igbo and tends to take place from left to right (on the written page) the first-occurring sound tending to assimilate to the following one.

The above paragraphs speak of a 'tendency' to assimilate since no broad generalizations can cover the varying degrees of assimilation which occur. In general, high vowels assimilate less readily than low ones, with /i/ rarely assimilated at all. However, this matter of assimilation is not entirely one of phonology since expected assimilations can be observed not to take place for no other apparent reason than that the meaning of the resultant utterance would be ambiguous. Until more research has been done on this matter the student is advised to imitate assimilations as marked in the lessons and heard from the teacher and to note that failure to assimilate correctly marks halting and labored style but does not usually inhibit communication.

Unit II

Pronunciation	Structure
-A-	
ɨ́bya̍	(HL)
ɨ̀byála	ɨ̀-byá-la
-B-	
kèdú̩	
ée ↑ kèdú̩	
-A-	
ó̩dɨ̀ḿma̍ ↑ àhú̩ghaà	ó̩-dɨ̀-ḿma̍ àhú̩-ghɨ-à
-B-	
ót'u/òt'u	
òlóo̍t'u	òlée̍-ot'u
únù	
ádɨ̀mḿma̍ òlóo̍t'uunudɨ̀	á-dɨ̀-m-mma olée̍-ot'u-unu-dɨ̀[1]
-A-	
ányɨ̀	
ányɨ̀dɨḿma̍	ányɨ̀-dɨ-mma̍
ó̩r̃u̩	
ìȷ'õ̩ó̩r̃u̩	ì-ȷ'e-ó̩r̃u̩
-B-	
ée ↑ éȷ'èmõ̩ó̩r̃u̩	ee é-ȷ'è-mu̩-ó̩r̃u̩
ŋwà	
gɨ́ŋwà	gɨ́-ŋwà
ébe	

Basic Sentence

Spelling	English
-A-	
ibia	to come
I biala?	Greetings. ('Have you come?')
-B-	
kedu?	how? hello, how are you?
E kedu?	Yes, how are you?
-A-	
Ọ di nma. Ahu gi a?	(It's) fine. How are you?
-B-	
otu	manner, condition
ole otu	how? in what manner?
unu	you - plural
Adi m nma. Ole otu unu di?	I'm fine. How are [all of] you?
-A-	
anyi	we
Anyi di nma.	We're well.
ọru/ọlu	work, farm
I je ọru?	Are you en route to work?
-B-	
E, eje m ọru.	Yes, I'm en route to work.
nwa	self
ginwa	yourself
ebe	place

òlée̍be	òlée̍-ebe
gị́ŋwàkwanị òlée̍biij'è	gí-ŋwà-kwa-ni òlée̍-ebe-i-j'è

-A-

éj'èmaáhya	é-j'è-mụ-áhya

-B-

j'èé	(imperative)
ọ́ma	
ọ́dị̀ḿma̍ j'òót'uọma	ọ́-dị̀-ḿma̍ j'èé-ot'u-ọma

---

[1] The tone shifts will be explained later.

Note 2.1 Greetings:

Compare the utterances:

		Structure
ìt'éele	Have you awakened?	ì-t'ée-le
ị̀fụt̩ála	Have you come out?	ị̀-fụt̩á-la
ị̀byála	Have you come?	ị̀-byá-la

These forms represent the 'perfect' form of the Igbo verb, a form which has a suffix -le/-la (or -ne/-na). The differences in the vowels of the several forms of this suffix, like the differences in the vowels of pronoun prefixes, are due to vowel harmony. The suffix has /n/ after nasal or nasalized sounds, /l/ elsewhere.

Most mono-syllabic verb roots occur before his suffix in a

ole ebe	where?
Gi nwa kweni. Ole ebe i je?	And you, where to? ('And yourself, which place you go?')
-A-	
Eje m ahia.	I'm en route to market.
-B-	
jee	go!
ọma	good, well
Ọ dị nma. Jee otu ọma.	Fine. Farewell. ('It's good. Go well.')

---

stem form which has a vowel suffix - also harmonically determined. The form /ìt'éele/ represents in this respect the normal monosyllabic verb pattern.

Polysyllabic verb stems - which are invariably compound verbs or verbs with certain 'adverbial' suffixes (of which /-t̩a/ is an example) - occur with or without the vowel suffix depending on the particular adverbial suffix. /ị̀fụt̩ála/ is an example of such a compound without vowel suffix.

Some monosyllabic verbs, of which /ị́bya̍/ is an example, occur in this form without the vowel suffix. Such verbs are mostly very common. Note: ị̀byála

The differences in tone on these forms are due to different 'basic' tones of the verbs involved, which will be discussed shortly.

Common Igbo greetings such as /kèdụ́/ 'Hello!' (literally

'How?') are question words or phrases. In addition to such common all-purpose greetings, the large body of Igbo greetings consists of questions appropriate to the situation such as /ìt'éele/ 'Have you awakened?'. These greetings differ from questions asking for information in that they have no object following the verb. Thus, with the word èzhí 'yard, outdoors, homestead, household

ị̀fụţálee̍zhi (ị̀ + fụ̀ţá + la + e̍zhi)[1]

means 'Have you come outdoors?' and is asking for information while:

ị̀fụţála (ị̀ + fụţá + la) 'Have you come out?'

is a greeting. Note that in both questions the pronoun prefix /ị-/ has low tone.

In the second person plural, greetings require the use of únù 'you (pl.)' with low tone and a vowel prefix to the verb (which prefix is characteristic of many verb forms with noun and independent pronoun subjects):

ùnaafụţála	(ùnu + a + fụţá + la)	Have you (plural) come out?
ùneet'éele	(ùnu + e + t'ée + le)	Have you (plural) awakened?

---

[1] The shifts of tone on words in phrases as compared to the 'basic' tone will be discussed later.

Drill 2.1

Pronunciation	Structure
ị́r̃ụ̍ọ̃r̃ụ	(H) ír̃ụ̍-ọ̃r̃ụ
ị̀r̃ụ́w̃ana	ị̀-r̃ụ́w̃a-na

Note 2.2 Suffixes -kwe/-kwa, -ni/-nị/-nu/-nụ

These two suffixes, or a combination of the two, occur very widely on verb or noun in conversation to indicate that the utterance is a continuation of the context. /-ni/ (and its variations) softens the impact of imperative or other abrupt utterances.

Examples:

1.	A.	ácọ̀rọmakw̃'á	'I want an egg'
	B.	òlée̍ŋ̀gaọ́dị̀kwanị	'And where (which spot) then is it?'
2.		gàwáni	'Go, then.'
3.	A.	ácọ̀rọmiíj'e̍òwere	'I want to go to Owerri.'
	B.	áhyakwani	'What about market?'

Additional Useful Greetings

Spelling	English
iru ọru	to work (work)
I runwana?	Have you begun to work? (a greeting to one who is

ùnaar̃ú̩w̃ana	ùnu-a-r̃ú̩w̃a-na
íri̍r̃ı	(H) íri̍ + nr̃ı
ìríwele	ì-ríwe-le
ùneeríwele	ùnu-e-ríwe-le
ákwu̩kwo̩	
ɨ́g'u̩̍akwu̩kwo̩	ɨ́g'u̩̍-akwu̩kwo̩̍ (H)
ɨ̀g'ú̩wala	ɨ̀-g'ú̩wa-la
ùnaag'ú̩wala	ùnu-a-g'ú̩wa-la
ída̍akwu̩kwo̩	(HL) íde̍-akwu̩kwo̩
ìdéwele	ì-déwe-le
ùneedéwele	ùnu-e-déwe-le
ɨ̀gáwala	ɨ̀-gáwa-la
ùnaagáwala	ùnu-a-gáwa-la
ìȷ'éwele	ì-ȷ'éwe-le
ùneeȷ'éwele	ùnu-e-ȷ'éwe-le
íre̍	(H)

	working)
Unu arunwana?	Have you (plural) begun to work?
iri nri	to eat (food)
I riwele?	Have you started to eat? (greeting to a person who is eating)
Unu eriwele?	Have you (pl.) started to eat?
akwukwọ	book, paper, leaf, school
igu akwukwọ	to read (book), to study
I guwala?	Have you started to read?
Unu aguwala?	(greeting to a person who is reading)
ide akwukwọ	to write (letter)
I dewele?	Have you begun to write?
Unu edewele?	(greeting to a person who is writing)
I gawala?	Have you set out? (greeting
Unu agawala?	to one en route or starting to go)
I jewele?	Have you set out? (greeting
Unu ejewele?	to one en route or starting to go)
ire	to sell

ìréwele	ì-réwe-le
ùneeréwele	ùnu-e-réwe-le
ị́zụ̍ahya	(HL) ị́zụ̍-ahya
ị̀zụ́wala	ị̀-zụ́wa-la
ùnaazụ́wala	ùnu-a-zụ́wa-la
íshi̍r̃ı	(HL) íshi̍ + r̃ı
ìshíwele	ì-shíwe-le
ùneeshíwele	ùnu-e-shíwe-le
ŋ́kwụ	
ị́k'ụ̍ŋkwụ	(H) ị́k'u̍-ŋkwụ
ị̀k'ụ́wala	ị̀-k'ụ́wa-la
ùnaak'ụ́wala	ùnu-a-k'ụ́wa-la
íku̍mır̃i̍	(H) íku̍-mır̃i̍
ìkúwele	ì-kúwe-le
ùneekúwele	ùnu-e-kúwe-le
ákwà	
ị́s̃a̍akwà	(H) ís̃a̍-akwà

I rewele? Unu erewele?	Have you started to sell? (greeting to a person who is selling)
izu ahya	to buy market [to shop]
I zuwala? Unu azuwala?	Have you started to buy? (greeting to a person who is buying)
isi nri	to cook food
I siwele? Unu esiwele?	Have you started to cook? (greeting to a person who is cooking)
nkwu	oil palm (tree or fruit)
iku nkwu	to tap wine (from an oil palm - ŋ́kwụ)
I kuwala? Unu akuwala?	Have you begun to tap wine? (greeting to a person up in a palm tree)
iku miri	to fetch/dip up water
I kuwele? Unu ekuwele?	Have you begun to fetch/dip up (water)? (greeting to one fetching water or dipping it)
akwa	cloth
isa akwa	to do the laundry (to wash cloth)

ị̀s̃áw̃ana	ị̀-s̃áw̃ana
ùnaas̃áw̃ana	ùnu-a-s̃áw̃a-na
ị́ŋ̃ụ̍mir̃i̍	(H) ị́ŋu-mir̃i̍
ị̀ŋụ́w̃ana	ị̀-ŋụ́w̃a-na
ùnaaŋụ́w̃ana	ùnu-a-ŋụ́w̃a-na
ìméw̃ene	ì-méw̃e-ne
ùneeméw̃ene	ùnu-e-méw̃e-ne
ị́lọ̍/ị́yọ̍	(HL) ị́lọ̍/ị́yọ̍
ị̀yọ́la/ị̀lọ́la	ị̀-lọ́-la/ị̀-yọ́la
ùnaalọ́la/ùnaayọ́la	ùnu-a-lọ́-la/ùnu-a-yọ́-la
ị̀byála	ị̀-byá-la
ùnaabyála[1]	ùnu-a-byá-la

---

[1] ị́bya̍ 'to come' is one of a fairly short list of common verbs which occur in the perfect and in other 'suffixed' verb forms without the vowel suffix or other suffix which most monosyllabic verb roots have.

I sanwana?	Have you started to wash.
Unu asanwana?	(greeting to one doing the laundry)
iṅu miri	to drink water
I ṅunwana?	Have you begun to drink?
Unu aṅunwana?	(greeting to one who is drinking)
I menwene?	Have you started to do ----?
Unu emenwene?	(all purpose greeting for a person occupied)
ilọ	to return
I lọla?	Have you returned? (greeting
Unu alọla?	to a member of ones own group upon his return to the group locale)
I biala?	Have you come? (greeting to
Unu abiala?	anyone upon his arrival)

Drill 2.2 Substitution Drills on Greetings:

a) Substitute the following verbs in the greeting form:

Verbs	Pattern Sentence
	ì̩r̃ú̩w̃ana
íri̍	ìríwele
í̩g'u̩̍	ì̩g'ú̩wala
íde̍	ìdéwele
í̩ga̍	ì̩gáwala
íj'e̍	ìj'éwele
íre̍	ìréwele
í̩ŋu̩̍	ì̩ŋú̩w̃ana
íme̍	ìméw̃ene
í̩zu̩̍	ì̩zú̩wala
í̩s̃a̍	ì̩s̃áw̃ana
í̩k'u̩̍	ì̩k'ú̩wala
íku̍	ìkúwele
íshi̍	ìshíwele
í̩r̃u̩̍	ì̩r̃ú̩w̃ana

b) Substitute the following verbs in the pattern sentence:

Verbs	Pattern Sentence
	ùnaar̃ú̩w̃ana
íri̍	ùneeríwele
í̩g'u̩̍	ùnaag'ú̩wala
íde̍	ùneedéwele
í̩ga̍	ùnaagáwala

íj'e̍	ùneej'éwele
íre̍	ùneeréwele
ɨ́s̃a̍	ùnaas̃áw̃ana
íshi̍	ùneeshíwele
ɨ́k'ʉ̍	ùnaak'ʉ́wala
íku̍	ùneekúwele
íme̍	ùneeméw̃ene
ɨ́r̃ʉ̍	ùnaar̃ʉ́w̃ana

c) Produce a greeting appropriate to the following list of persons to be greeted, using the pattern provided:

Persons to be greeted:	Pattern
	ìdéwele
one starting to go	ɨ̀gáwala or ìj'éwele
one buying	ɨ̀zʉ́wala
one tapping wine	ɨ̀k'ʉ́wala
one selling	ìréwele
one working	ɨ̀r̃ʉ́w̃ana or ìméw̃ene
one cooking	ìshíwele
one dipping	ìkúwele
one drinking	ɨ̀ŋʉ́w̃ana
one washing	ɨ̀s̃áw̃ana
one reading	ɨ̀g'ʉ́wala
one doing something	ìméw̃ene
one eating	ìríwele
one writing	ìdéwele

d) Produce a greeting appropriate to the following groups of persons to be greeted, using the pattern provided:

Groups to be greeted:	Pattern
	ùnaagáwala
people buying	ùnaazụ́wala
people selling	ùneeréwele
people working	ùnaaf̃ụ́w̃ana or ùneeméw̃ene
people cooking	ùneeshíwele
people washing	ùnaas̃áw̃ana
people tapping wine	ùnaak'ụ́wala
people reading	ùnaag'ụ́wala
people eating	ùneeríwele
people writing	ùneedéwele
people starting to go	ùnaagáwala or ùneej'éwele
people dipping	ùneekúwele
people drinking	ùnaaŋụ́w̃ana

Note 2.3 Vowel Harmony:

All the verbs given are cited in a form which commences with a vowel. This form, used as the citation form for verbs, is called the 'infinitive' of the verb. The vowel prefix of the infinitive is either /i/ or /ị/. This prefix illustrates one kind of vowel harmony in Igbo. Remember the Igbo has eight vowel phonemes:

	Front		Back	
	Close	Open	Close	Open
High	i	ị	u	ụ
Low	e	a	o	ọ

The general principle of vowel harmony in Igbo is that vowels of the close series /i e u o/ do not commonly occur adjacent to those of the open series /ɨ a ụ ọ/ and vice versa. Compound words which have two roots will often have vowels of different series in them. Since words are built up by prefixes and suffixes in Igbo, most prefixes and suffixes will have at least two shapes - one with close vowel(s), the other with open vowel(s). Many suffixes have four shapes with close and open alternates of both back and front low vowels /e, a, o, ọ/, some four shapes with the high vowels /i, ɨ, u, ụ/ and some suffixes occur with all eight vowels. Prefixes are generally restricted to two vowels.

The prefix of the infinitive of verbs is a high front vowel - either the close one /i/ or the open one /ɨ/. Compare:

Close series:		Open series:	
íri̍	to eat	ɨ́dɨ̍	to be
íj'e̍	to be en route to	ɨ́ga̍	to go
íku̍	to dip up	ɨ́zụ̍	to buy
íb'o̍⊖	to accuse	ɨ́yọ̍	to return

⊖Verbs with /o/ in the root are relatively rare - this one has not yet appeared in these lessons and is introduced here only to make the pattern complete.

In note 1.3 we noted that some of the personal subject forms have vowel prefixes ('pronoun prefixes'):

	Singular	
1st Person	e...m	/ a...m
2nd Person	i-	/ ɨ-
3rd Person	o-	/ ọ-

The prefix for first person singular is: /e-/ or /a-/. Compare:

éj'èm	I'm going
ácọ̀rọm	I want

We have not yet drilled these forms of other verbs but, for purposes of understanding the vowel harmony, we can also compare:

éri̍rim	I ate
éku̍rum	I dipped up
éb'òrom	I accused
éj'èrem	I went to...
ádị̀m	I am
ágàram	I went
ázụ̀rụm	I bought
ákọ̀rọm	I cultivated

Thus it is clear that the prefix here is a low front vowel: /e-/ with the close vowel series, /a-/ with the open vowel series.

Similarly the second and third personal prefixes are harmonically conditioned. Compare:

íri̍ri	you (s) ate	ị́dị̀	you (s) are
íku̍ru	dipped up	ịgàra	went
íb'òro	accused	ị́zụ̀rụ	bought
íj'ère	traveled	ị́kọ̀rọ	planted
óri̍ri	He (etc.) ate	ọ́dị̀	He (etc.) is
óku̍ru	dipped up	ọ́gàra	went
ób'òro	accused	ọ́zụ̀rụ	bought
ój'ère	traveled	ọ́kọ̀rọ	planted

The second person singular prefix is thus a high front vowel, /i/ before the close series, /ị/ before the open one; while the third person prefix is a low back vowel, /o/ before the close series, /ọ/ before open vowels in the verb root.

Drill 2.3 Phonetic Drills on Vowels /o/ and /ọ/

a) /o/ initially

óbì	heart	ótù	one, a
òbodo	town	òt'u	manner
ófe	soup	òvu	bush fowl
ògrí	a seasoning	òwere	Owerri (place)
óg'è	time, occasion	òyiyí	appointment
òhere	chance	óz̃hi	message
óhỹi	theft	óce	seat
òkóro	youth	óc'ò	grand(father)
ók'e	male	ógwè	self
òlé	how much	ókwu	speech
óryò	2nd day of the market cycle	ónye	person
óshishi	tree, plant		

b) /o/ finally

bík'o̍	please	úyò	house
ìgbo	Igbo	mótò	car
ízò/íjò	to fall (of rain)	ìs̃ó	five

c) /ọ/ initially

ọ̀bụla	any	ọ́jị	kola nut
ọ́b'ỹàã	guest, stranger	ọ̀jọ́	another
ọ́d'ụ̀	long time	ọ́k'ụ	fire, heat
ọ́gọ̀	relative in law	ọ̀kụ́kọ̀	chicken
ọ̀ha	public	ọ̀lụ́	Orlu (place)
ọ́hya	bush, forest	ọ́ma	fine

ọ́nụ	mouth	ọ̀zọ́	another
ọ́para	eldest son	ọ́gw̃'ụ̀	medicine
ọ́r̃ụ	work	ọ́kwụ̀rụ	okra
ọ́sọ	race	ọ́ŋwa	month
ọ́wụ̍là	every		

d) /ọ/ finally

ị́bọ̀	to break (of day)	ị́kpọ̍	to call
ị́họ̀	to choose	ị́yọ̀	to sift
ị́kọ̍	to narrate	ị́cọ̍	to want
ị́la̍	to return	ị́c'a̍	to be ripe
ị́nọ̀	to stay		

Drill 2.4 Phonetic Drills on Consonants

/b/		/b'/		/gb/	
bèkéè	Caucasian				
bík'o̍	please				
ị́bya̍	to come	ị́b'à	to go in	ị́gba̍	to run
ị́bọ̀	to break (of day)			ígbu̍	to kill
àbá	Aba (place)	áb'a	bottle	àgbọnọ	(a seed)
àbụ́ọ̍	two				
óbì	heart				
òbodo	town				
ọ̀bụla	any	ọ́b'ỹàã	guest		
		ùb'é	pear	ùgbúà	now

ụ́bọ̀cị	day	úgbọ	powered vehicle
ébe	place	égbe	hawk
		ìgbo	Igbo
		ị̀gbụ́rụ	cassava

Pronunciation	Structure
-A-	
ńd'ụ̀	
ńd'ụ̀ ìméw̃ene	ńd'ụ̀ ì-méw̃e-ne
-B-	
ényì	
-ḿ	
ényìḿ	ényì-ḿ
ǹŋwá/ŋwá	
ók'e	
ŋwóok'e̍/ŋwóok'o̍	ŋwá-ok'e̍/ŋwá-ok'o̍
ényìḿŋwook'o̍	ényì-ḿ-ŋwa-ok'o̍
ée ényìḿŋwook'o̍ ìgáwala	ee ényì-ḿ-ŋwa-ok'o̍ ì-gáwa-la
-A-	
éci	
òlée̍bɨɨgàreéci	òlée̍-ebe-ɨ-gàra-éci
-B-	
úmùáhyà	
ágàramuúmùáhyà	á-gàra-mụ-úmùáhyà

Basic Sentences

-A-

Spelling	English
Ndu	life, a proper name for a male
Ndu, imenwene?	Ndu, greetings! ('Have you begun to work?')

-B-

enyi	friend
-m	my (possessive)
enyim	my friend
nwa	child
oke	male
nwaoke	man, male person
enyim nwaoke	my (male) friend
E, enyim nwaoke, i gawala?	Yes, my friend. Greetings. ('Have you begun to go?')

-A-

échi	yesterday or tomorrow (one day removed from today)
Ole ebe i gara echi?	Where did you go yesterday?

-B-

Umuahia	(Place name)
A gara m Umuahia.	I went to Umuahia.

-A-

ànyáàs̃ụ/ànyáàs̃ị	
nàanyáà̍s̃ụ	nà-anyáà̍s̃ụ
ị̀lọrọnaanyáà̍s̃ụ	ị̀-lọrọ-na-anyáà̍s̃ụ

-B-

ée ↑ álọ̀rọmnaanyáà̍ṣ̃ụ	ée á-lọ̀rọ-m-na-anyáà̍s̃ụ
íshi̍	(H)
òlée̍bııshi̍	òlée̍-ebe-ı-shi̍

-A-

éshi̍maahya	é-shi̍-mụ-ahya

-B-

íȷi̍	(HL)
ík'e	
íshi̍ık'e	íshi̍-ık'e
ȷìshíııık'e̍	ȷì-shíe-ık'e̍[1]
ị́lạ̍	(HL)
ála̍walam̍	á-lawa-la-m̍
ọ́dị̀ḿma̍ ȷìshíık'e̍ ála̍walam̍	ọ́-dị̀-ḿma̍ ȷì-shíe-ık'e̍ á-la̍wa-la-m̍

-A-

íme̍	(HL)

-A-	
anyasi	night
n'anyasi	at night, in the night
I lọrọ n'anyasi?	Did you come back last night?
-B-	
E, a lọrọ m n'anyasi.	Yes, I returned last night.
isi/ishi	to be from (source)
Ole ebe i si?	Where are you from? (i.e. Where are you coming from?)
-A-	
E si m ahya.	I'm [coming] from market.
-B-	
iji	to hold, to use, to take
ike	strength, power, ability
isi ike	to be strong, to have power
jisie ike	hold onto strength (i.e. Carry on! - a leave-taking)
ila	'to go (home)'
a lawala m	Goodbye! ('I have begun to go.')
Ọ di nma. Jisie ike. A lawala m.	Fine. Carry on! Goodbye!
-A-	
ime	to do, to make, to perform

íme̍ene	í-me̍e-ne
íme̍ene làwánị	í-me̍e-ne làwá-nị

---

[1] This tone shift will be explained later.

Note 3.1 Tone Classes of Verbs; (I) - Verbs of Class (L)

In the dialogues to date new verbs as introduced have been marked (H), (HL), or (L). These formulae refer to the tone class to which these verbs belong.

Igbo verbs divide into tone classes on the basis of the tone of the root syllable as it occurs in various forms of the verb. There are three such classes plus a few 'irregular' verbs which do not neatly fit into any one of the three. Compare:

Infinitives:

Class HL	ị́cọ̍	to want
Class H	ị́ŋụ̍	to drink
Class L	ị́fụ̀	to go out

In drills to date we have avoided using (L) class verbs.

(L) class verbs have a 'basic' low tone on the verb root. This means that in most of its forms the verb will have a low tone - any variation being predictable.

Thus the following verbs have low tone on their roots in the 'infinitive' form:

ị́fụ̀	to go out	ífụ̀ṭa	to come out
ị́kọ̀	to cultivate, to plant	ị́yọ̀	to sift
ị́nọ̀	to be at, to sit, to stay	ị́nọ̀dị	to be seated, to stay
ị́vụ̀	to dig out	ị́zà	to sweep

i meene	thank you ('You have done.')
I meene. Lawani.	Thank you. Goodbye.

In the perfect form used for greetings these verbs also have low tone on the root (but the suffixes are high):

ɨ̀ko̩wála	'Have you begun to cultivate?'
ɨ̀vʉwála	'Have you begun to dig (out crops)?'
ɨ̀fʉt̩ála	'Have you come out?'
ɨ̀zawála	'Have you started to sweep?'
ɨ̀yo̩wála	'Have you begun to sift?'
ɨ̀no̩dɨ́la	'Have you sat down?'

The other two tone classes of verbs (H) and (HL) have identical tones in the infinitive and perfect forms, as we have seen in previous drills on greetings. The tone of the root of such verbs is relatively high-mid in the infinitive (which has an invariable high tone prefix í or ɨ́) and high in the greetings we have practiced after low-tone pronoun prefixes.

After high tone pronoun prefixes - in affirmative statements - the tone of the root of (H) and (HL) verbs is mid in the perfect form. Compare:

ála̍walam̍	'I'm going now.'	'Goodbye'
íme̍ene	'You have done.'	'Thank you.'

The perfect forms will be explained and drilled in all persons later in the course.

Drill 3.1 Substitution Drill with (L) Class Verbs in Greetings

a)

Verbs	Pattern
	ị̀vụwála
ị́fụ̀	ị̀fụwála
ị́kọ̀	ị̀kọwála
ị́yọ̀	ị̀yọwála
ị́zà	ị̀zawála
ị́fụ̀ṭa	ị̀fụṭála
ị́nọ̀dụ	ị̀nọdị́la

b)

Verbs	Pattern
	ùnaavụwála
ị́kọ̀	ùnaakọwála
ị́zà	ùnaazawála
ị́yọ̀	ùnaayọwála
ị́fụ̀	ùnaafụwála
ị́fụ̀ṭa	ùnaafụṭála
ị́nọ̀dị	ùnaanọdị́la

c) Produce the appropriate greetings:

Person to be Greeted	Pattern
	ị̀fụṭála
one seated	ị̀nọdị́la
one digging out (crops)	ị̀vụwála
one cultivating	ị̀kọwála
one sifting	ị̀yọwála
one going out	ị̀fụwála

one coming out	ɨ̀fʉŧála
people coming out	ùnaafʉŧála
people cultivating	ùnaakɵwála
people digging	ùnaavʉwála
people sifting	ùnaayɵwála
people seated	ùnaanɵdɨ́la
people going out	ùnaafʉwála

Drill 3.2 Mixed drill on Greetings:

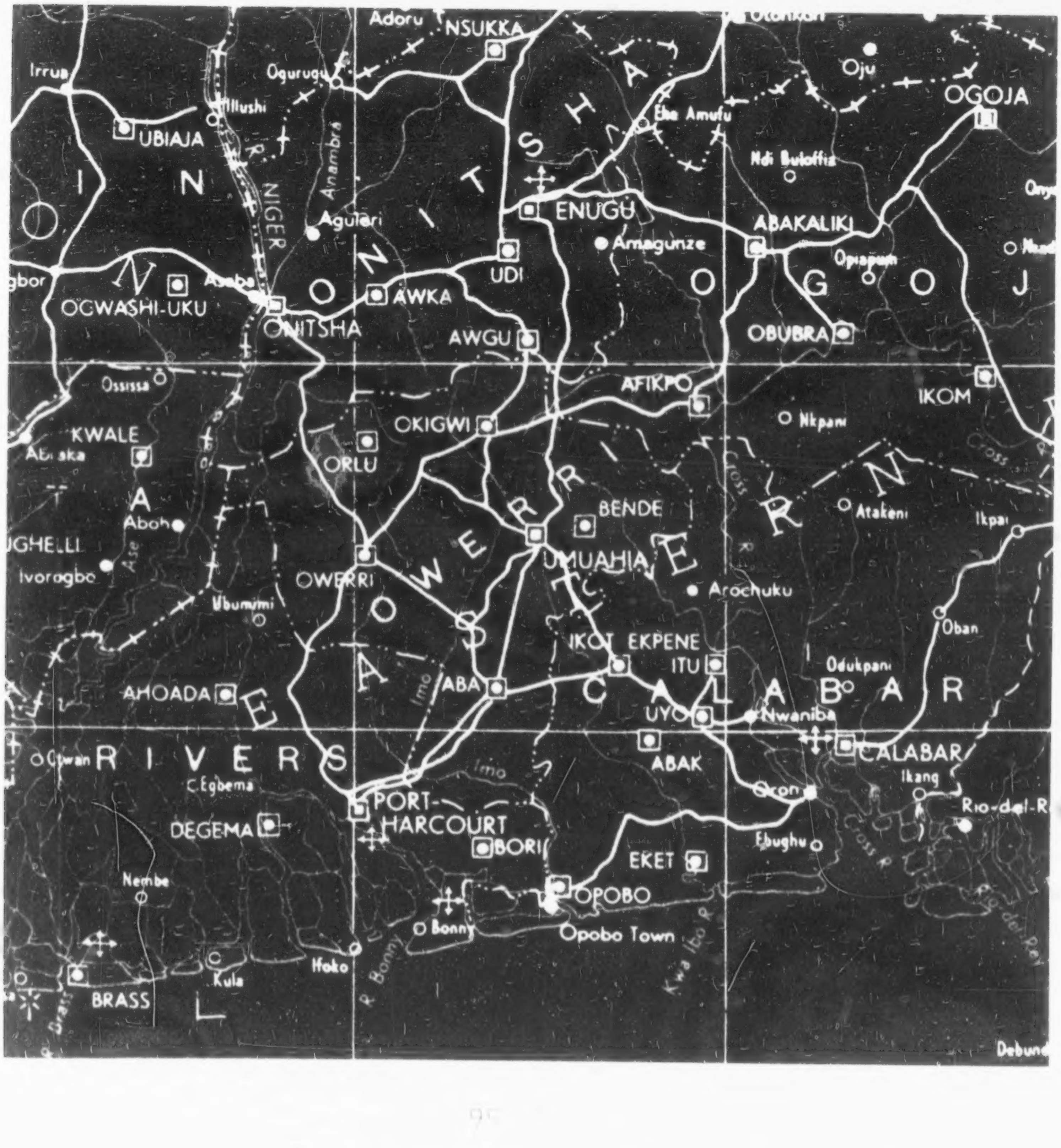
Person(s) to be Greeted	Pattern
	ɨ̀nɵdɨ́la
one buying	ɨ̀zʉ́wala
people buying	ùnaazʉ́wala
people starting to go	ùnaagáwala or ùneej'éwele
one starting to go	ɨ̀gáwala or ìj'éwele
one coming out	ɨ̀fʉŧála
people coming out	ùnaafʉŧála
people reading	ùnaag'ʉ́wala
one reading	ɨ̀g'ʉ́wala
one drinking	ɨ̀ŋʉ́w̃ana
people drinking	ùnaaŋʉ́w̃ana
people sifting	ùnaayɵwála
one sifting	ɨ̀yɵwála
one cooking	ìshíwele
people cooking	ùneeshíwele
people working	ùnaar̃ʉ́w̃ana

one working	ɨ̀r̃ụ́w̃ana
one seated	ɨ̀nọdɨ́la

Drill 3.3 Substitution Drill on Place Names:

Place Name		Pattern
Umuahia	úmùáhyà	ágàramuúmùáhyà
Aba	àbá	ágàramaabá
Owerri	òwere	ágàramóòwere[1]
Enugu	énugw̃'u̍	ágàrameénugw̃'ụ̍
Onitsha	ònisha	ágàramóònisha[1]
Calabar	kàlabá	ágàramkalabá
Orlu	ọ̀lụ́	ágàramọọlụ́
Oji	òjí	ágàramoojí
Opobo	òpópò	ágàramoopópò
Okigwi	ọ̀kɨɨ́gwe̍	ágàramọọkɨɨ́gwẹ̍
Ife	ìfé	ágàramiifé
Nsukka	ǹsụ́ka̍	ágàramnsụ́ka̍
Afikpo	áfiìkpo	ágàramaáfiìkpo
Ikot-Ekpene	ɨ̀kọ́teekpèné	ágàramɨɨkọ́teekpèné
Nnewi	ńnee̍wi	ágàramńnee̍wi
Abakiliki	àbákeleke̍	ágàramaabákeleke̍
Itu	ìtu	ágàramíìtu[1]
Nbawsi	m̀bọ́sɨ̀	ágàrammbọ́sɨ̀
Oguta	úgutà	ágàramuúgutà
Uyo	ùyó	ágàramuuyó

Ndizuọgu	ǹdíìzuọg'ụ	ágàramndíìzuọg'ụ
Awgu	ọ́gw̃'ụ̀	ágàramọọ́gwụ̀
Udi	údì	ágàramuúdì
Abọr	àbọ́	ágàramabọ́


Adoru
NSUKKA
Otonkan
Irrua
Ogurugu
Illushi
UBIAJA
Oju
OGOJA
Ebe Amufu
Ndi Buloffia
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O N I T S H A
NIGER
R.
Anambra
Aguleri
ENUGU
ABAKALIKI
Amagunze
UDI
Opiapam
Agbor
OGWASHI-UKU
Asaba
AWKA
ONITSHA
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Ossissa
AFIKPO
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Aboh
UGHELLI
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Ivorogbo
OWERRI
UMUAHIA
Arochuku
Ubumimi
Oban
IKOT EKPENE
ITU
Odukpani
AHOADA
ABA
Imo
E A S T
C A L A B A R
UYO
Nwaniba
Ogwan
R I V E R S
ABAK
CALABAR
C.Egbema
Imo
Oron
Ikang
PORT-HARCOURT
DEGEMA
Rio-del-R
BORI
Ebughu
EKET
Nembe
OPOBO
Bonny
Opobo Town
Ifoko
Kula
BRASS
Brass
R. Bonny
Kwa Ibo R.
Cross R.
Debund

Drill 3.4 Phonetic Drills on Consonants

a) /kp/ — Imperatives

/kp/		Imperatives	
ị́kpa̍	to show	kpáa!	show!
ị́kpà	to cut (hair)	kpàá!	cut!
ị́kpọ̍	to call	kpọ̀ọ́!	call!
ị́kpụ̍	to entertain	kpụ́ọ!	entertain!
ị́kpụ̀	to hold (in the mouth)	kpụ̀ọ́	hold!
íkpe	judgement		
ị̀kpa	left (hand)		
ọ̀kpa	fowl		
ụ́kpa	kind, type		

b) /ŋ/ initially

ŋga	place	ŋ́kụzhị	teaching
ŋ́gụ̀	bean salad	ŋ́gwa̍	O.K.
ŋ́kàṭá	conversation	ŋ́gwọ̀	raffia palm
ŋ̀ke	that, the, of	ŋ́kwụ	palm
ŋ̀ku	wing	ŋŋ̀wá	child

c)

/k/		/k'/	
kà	like		
ị́ka̍	to exceed	ị́k'ụ̍	to sow
kámà	but, instead		
kára	more than		
ké	what?		
kèdụ́	how?		
kéème	since		

íkèle	to greet		
ị́kọ̍	to narrate		
áka	hand	ák'ụ̀k'ụ	side
		èk'é	1st market day
		ík'e	strength
òkóro	youth	ók'e	male
ọ̀kụ́kọ̀	chicken	ọ́k'ụ	fire, hot
ụ̀kọ́			
ǹke	that, the, of		

d)

/ṭ/		/t/		/t'/	
àṭọ́	three	ìte	pat	ít'e̍	to awaken
àsáṭọ̍	eight	ìtiri	darkness		
áṭụ̀	advice	òtu	group	òt'u	manner
ŋwáṭàkị́rị	child	ọ́tụtụ̀	plenty	ụ̀t'ụ́t'ụ̀	morning
ípa̍ṭa	to carry along				

e)

/c/		/c'/	
ícè	different		
cí	God		
ị́cọ̍	to want	ị́c'a̍	to be ripe
éci	yesterday		
óce	seat	óc'ò	grand(father)
ụ̀cọ́	sweet		

f)

/kw/		/kw'/	
kwánị	and then		
íkwe̍	to agree		

ị́kwụ	to pay		
ákwà	cloth	àkw̃'á	egg
ákwụkwọ	book		
ókwu	speech		
úkwu	big		

g)

/gw/		/gw'/	
ị́gwa̍	to tell	ọ́gw̃'ụ̀	medicine
ógwè	self	énugw'u̍	Enugu (place)
ụ́gwọ	debt		
ígwè	bicycle		

h) /ny/

ínye̍	to give	ónye	person
ányị̀	we	ánya	eye
ényì	friend		

i) /ŋw/

ŋwá	child	íŋwe̍	to have
ŋwáàyọ	slowly	ŋwíỹè	wife
ŋwáànyị	female	ŋwóok'è	
ŋwán̍ne	sibling	áŋwụ̀r̃ụ	tobacco
ŋwáṭàkị́rị	child	ọ́ŋwa	month

j)

/g/		/g'/		/gh/	
ògíri	a seasoning	eg'o	money	ị́gha̍	to lie
ọ́gọ̀	relative-in-law	óg'è	time, occasion	ghị́	you (sg.)
				ị́ghọ̍ṭa	to grasp

ụ̀ghá	falsehood
ág'ụ̍	leopard
ág'ụụ̍	hunger
ị́g'ụ̍	to read

Unit 4

Pronunciation	Structure
-A-	
ɨ́nʉ̍	(HL)
ànú	(verbal noun - used after most 'auxiliary verbs')
jè	(L) (root)
ìgbo	
ìjaaníìgbo	ì-je-anʉ́-ìgbo
-B-	
ɨ́wʉ̍	(H)
gɨ́rɨ̍	
ée ↑ ọ̀ʉ́gɨrɨ̍	ée ↑ ọ̀-wʉ́-gɨrɨ̍
-A-	
ónye	
ɨ̀wóonyiìgbo	ɨ̀-wʉ́-onye-ìgbo
-B-	
ée ↑ áwʉ̍moonyiìgbo	ée ↑ á-wʉ̍-mʉ̍-onye-ìgbo
-A-	
ák'ùk'u	
byá	('subsequential' form of verb used after other verbs with same subject)

Basic Sentences

Spelling		English
	-A-	
inu		to hear (understand)
anu		hearing
je		auxiliary verb for customary action (not used in infinitive form)
Ibo/Igbo		Igbo (language and people)
I je anu Ibo?		Do you understand Igbo?
	-B-	
ibu		to be (in existence)
gini		what?
E, ọ bu gini?		Yes, what is it?
	-A-	
onye		person
I bu onye Ibo?		Are you an Igbo (person)?
	-B-	
E, a bu m onye Ibo.		Yes, I'm an Igbo.
	-A-	
akuku		side, part
bia		(and come)

òláa̍k'ụ̀k'iigbiíshìbyá	òlée̍-ak'ụ̀k'ụ-igbo-í-shì-byá

-B-

áwụ̍moonyoòwere	á-wụ̍-mụ-onye-òwere

-A-

ị́mụ̍	(HL)
ámụ̀rụghị́	á-mụ̀r̃u-ghí
àmụr̃ụghị́lòowere	à-mụr̃ụ-ghị́-là-owere

-B-

ée ámụ̀r̃ụḿlòowere	ée á-mụ̀r̃ụ-ḿ-là-owere

Note 4.1 Tone Classes of Verbs (II) - The 'RA' form

In Note 3.1 the 'basic' low tone of (L) Class verbs was illustrated.

Verbs of class (H) have a 'basic' high tone which recurs (as a high or a mid tone) in almost all forms of the verb.

Verbs of class (HL), however, have a high (or mid) tone in certain forms and a low tone in others.

In the infinitive form (H) and (HL) verbs have identical tone patterns:

íri̍	(H)	'to eat'	ị́ŋụ̍	(H)	'to drink'
ị́cọ̍	(HL)	'to want'	ị́zụ̍	(HL)	'to buy'

In certain other forms these verbs show contrasting tone patterns. Compare:

ácọ̀rọmịị́ga̍ahya	á-cọ̀rọ-mụ-ị́ga̍-ahya	'I want to go to market'
ágàramuúmùáhyà	á-gàra-mụ-úmùáhyà	'I went to Unuahia.'

Ole akuku Ibo i si bya?	What part of Igbo [land] are you from (and come)?

-B-

A bu m onye Owerri.	I'm an Owerri man.

-A-

imu	to bear, to give birth to
a muru gi	one gave birth to you - you were born
A muru gi n'Owerri?	Were you born in Owerri?

-B-

E, a muru m n'Owerri.	Yes, I was born in Owerri.

áyọ̀rọmnaanyáàsụ	á-yọ̀rọ-m-na-anyáàs̃ụ	'I returned last night.'
ị̀yọrọnaanyáàsụ	ị̀-yọrọ-na-anyáàs̃ụ	'Did you return last night?'
àmụr̃ụghílòowere	à-mụr̃ụ-ghị́-là-owere	'Were you born in Owerri?'
ámụ̀r̃ụḿlòowere	á-mùr̃u-ḿ-là-owere	'I was born in Owerri Owerri.'

These sentences illustrate a form of the verb with a suffix, which consists of /r/ plus a repetition of the previous vowel. In these sentences this form is illustrated for four verbs which all belong to tone class HL. The time in translation is generally but not always past. Actually this form is a completed aspect. Thus the verb ị́mà (HL) 'to know' occurs in this form with a present time significance - ámàr̃am 'I know', since knowing implies the completion of the action, and might be better translated 'I have come to know'. In more complex utterances a subordinate clause preceding a future form may occur with this 'RA' form. Thus the

Igbo translation of 'When I see him I'll tell him what you want.' would have the 'RA' form of the verb 'to see' since I cannot tell him anything until I have seen him.

Notice that the root and the suffix (which we call a RA-suffix for convenience) both have low tone, while in the forms of (HL) verbs we have seen before, both root (and suffixes, if any) had high tone. Compare:

ị̀gáwala	'Have you started to go?' (Greeting)
ágàram...	'I went....
ị̀yọ́la	'Have you returned?' (Greeting)
ị̀yọrọnaanyáàs̃ụ	'Did you return last night?'

Compare the RA form of (L) class verbs:

Useful Vocabulary:

édè	'coco yam'
jí	'yam'

ọ́kọ̀reédè	ọ́-kọ̀rọ-édè	He cultivated coco yams.
ị̀vụrụjí	ị̀-vụrụ-jí	Did you dig out yams?
a̋fụ̀rụmeezhí	á-fụ̀rụ-mụ-ezhí	I went outside.
ányị̀zarụụ́yọ̀	ányị̀-zara-ụ́yọ̀	We swept the house.
ùnukọrọjí	ùnu-kọro-jí	Did you (pl.) plant yams?

Note that the tone of (L) class verbs is also low in the RA form - there being no difference in tone in this form between (HL) and (L) class verbs.

Compare the RA form of (H) class verbs:

éri̍rimr̃i	é-ri̍ri-m-r̃i	'I ate (food)'
ọ́ŋụ̍r̃ụmir̃i̍	ọ́-ŋụ̍r̃ụ-mir̃i̍	'He drank water.'
ị̀s̃ár̃aakwà	ị̀-s̃ár̃a-akwà	'Did you wash clothes?'

ányị̀kúrumir̃i̍	ányị̀-kúru-mir̃i̍	'We fetched (dipped up) water.'
ùnuk'ụ́rụŋkwụ	ùnu-k'ụ́rụ-ŋkwụ	'Did you tap palm [wine]?'

Note that the RA form here is high in tone - both verb root and suffix.

The two speakers whose voices are heard on the tapes differ in the tone pattern of the RA form of the third person plural of (H) class verbs (before low toned h̃à 'they'). One speaker (Mr. Ugorji) is consistent in pronouncing this form with high tone:

áŋụ̍rụh̃àḿmịị̃	'They drank wine.'

while the other (Mr. Ahaghotu) consistently pronounces the same form with low tone in contrast to high tone for all other persons:

ányị̀ŋụ́r̃ụmmịị̃	'We drank wine.'
únùŋụ́r̃ụmmịị̃	'You (pl.) drank wine.'
áŋụ̀r̃ụh̃aḿmịị̃	'They drank wine.'

Ward, in An Introduction to the Ibo Language, does not note any distinction of tone in RA forms, having heard all verbs as occurring with low tone in this form. It is clear that there is some dialectal variation at this point. The student should not be disturbed if there are variant markings of tone on this form at different places in these materials - the effort has been to represent in transcription the tone as it occurs on the tape.

In summary: we have seen that some verbs have non-low tone on their infinitive and 'perfect' forms, others low tone. In the RA form some verbs have low tone others high. But not all verbs are consistently high or low in all these forms. Verbs which have low tone on the root of the infinitive have low consistently. Verbs which have high tone on their RA forms have high tone consistently. The remaining verbs have high tone on the root of the infinitive and 'perfect' form but low tone on their RA forms. From these observations we see that there are three verb tone classes: (L) 'low', (H) 'high' and (HL) 'now high, now low'.

IT IS NECESSARY TO MEMORIZE
THE TONE CLASS MEMBERSHIP
OF EACH VERB

Note 4.2 The pronouns for third person plural and impersonal.

The independent pronoun form for 'they', third person plural, has not appeared in basic sentences. It is /h̃a/.

The third person plural pronoun prefix is the same as the one for first person, /e/ or /a/, and the pronoun suffix is /-h̃à/ so the third person plural statement with the RA form of ɨ́cọ̍ is

ácọ̀rọh̃ɨɨ́ga̍ahya á-cọ̀rọ-h̃a-ɨ́ga̍-ahya

'They want to go to market.'

The normal 'citation form' of the 3rd person plural pronoun is /h̃á/ with high tone, which is the 'independent pronoun' form.

Igbo has no 'passive' verb form. The function of a passive is performed by an 'impersonal' form which has the general pronoun prefix /e-/ or /a-/ and no suffix:

ácọ̀rɨɨ́ga̍ahya á-cọ̀rọ-ɨ́ga̍-ahya

'One wants to go to market.'

Note the sentence:

ámụ̀r̃ụḿlòowere á-mụ̀r̃ụ-ḿ-là-owere

'One bore me in Owerri - I was born in Owerri.'

Note the high tone of /ḿ/ - characteristic of pronouns when occurring as 'independent pronouns'. This pronoun is the object of the verb.

Drill 4.1 Substitution Drills on the RA forms of verbs:

a) Class (H) verbs:

Useful Word:

áz̃ụ̀	fish

Substitution Key Word	Pattern	
	éri̍rimaažʉ̀	'I ate fish.'
Ńd'ʉ̀	ńd'ʉ̀ríraažʉ̀	
yá	óri̍raažʉ̀	
ányɨ̀	ányɨ̀ríraažʉ̀	
ɨ́k'ʉ̍ŋkwʉ	ányɨ̀k'ʉ́rʉŋkwʉ	'We tapped palm wine.'
mʉ́	ák'ʉ̍rʉmŋkwʉ	
h̃á	ák'ʉ̀rʉh̃aŋ́kwʉ	
ɨ́ša̍akwà	ášàr̃ah̃aákwà[1]	'They washed clothes.'
yá	ǫ́ša̍r̃aakwà	
ɨ́ŋʉ̍mir̃i̍	ǫ́ŋʉ̍r̃ʉmir̃i̍	'He drank water.'
Ńd'ʉ̀	ńd'ʉ̀ŋʉ́r̃ʉmir̃i̍	
ányɨ̀	ányɨ̀ŋʉ́r̃ʉmir̃i̍	
íku̍miri̍	ányɨ̀kúrumir̃i̍	'We dipped up water.'
Ńd'ʉ̀	ńk'ʉ̀kúrumir̃i̍	
h̃á	ékùruh̃amír̃i̍[2]	
mʉ́	éku̍rummir̃i̍	
ɨ́g'u̍akwʉkwǫ	ág'ʉ̍rʉmaakwʉkwǫ	'I read.'
yá	ǫ́g'ʉ̍raakwʉkwǫ	
ányɨ̀	ányɨ̀g'ʉ́raakwʉkwǫ	
íri̍ažʉ̀	ányɨ̀ríriažʉ̀	'We ate fish.'
mʉ́	éri̍rimaažʉ̀	

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[1] Mr. Ugorji's pronunciation is áša̍r̃ah̃àákwà.

[2] Mr. Ugorji's pronunciation is éku̍ruh̃àmír̃i̍.

b) Class (L) verbs:

Key Word		Pattern
	ọ́fụ̀reezhí	'She went outside.'
mụ́	áfụ̀rụmeezhí	
Ńd'ụ̀	ńd'ụ̀fụreezhí	
ị́kọ̀jị́	ńd'ụ̀kọrọjí	'Ndu planted yams.'
h̃á	ákọ̀rọh̃ají	
ányị̀	ányị̀kọrọjí	
ị́kọ̀édè (ị́kọ̀-édè)	ányị̀kọreédè	'We planted coco yams.'
mụ́	ákọ̀rọmeédè	
Ńd'ụ̀	ńd'ụ̀kọreédè	
ị́fụ̀ezhí (ị́fụ̀-ezhí)	ńd'ụ̀fụreezhí	
yá	ọ́fụ̀reezhí	

c) Class (HL) verbs:

Useful Words:

àkw̃'á	egg
íhỹe/ńhỹe/hỹé	thing

Key Word		Pattern
	ácọ̀rọmọ̃ọ̃́r̃ụ	'I want work.'
Ńd'ụ̀	ńd'ụ̀cọrọọ̃́r̃ụ	
yá	ọ́cọ̀rọọ̃́r̃ụ	
àkw̃'á	ọ́cọ̀raakw̃'á	'He wants eggs.'
ányị̀	ányị̀cọraakw̃'á	
mụ́	ácọ̀rọmaakw̃'á	

h̃a	ácọ̀rọh̃aakw̃'á	
ɨ́ga̍ahya	ácọ̀rọh̃ɨɨ́ga̍ahya	
yá	ọ́cọ̀rɨɨ́ga̍ahya	
íme̍nhỹọọma	ómèr̃eńhỹọọma	'He did a good thing.'
Ńd'ụ̀	ńd'ụ̀mer̃eńhỹọọma	
h̃á	émèr̃eh̃ańhỹọọma	
ɨ́zụ̍ji	ázụ̀rụh̃ají	'They bought yams.'
mụ́	ázụ̀rụmjí	
ányɨ̀	ányɨ̀zụrụjí	
ɨ́cọ̍ọ̃r̃ụ	ányɨ̀cọrọọ̃́r̃ụ	'We want work.'
mụ́	ácọ̀rọmọọ̃́r̃ụ	

d) Mixed classes of verbs:

Key Word	Pattern	
	ág'ụ̍rụmaakwụkwọ	'I read (book).'
ɨ́fụ̀ezhí	áfụ̀rụmeezhí	'I went outside.'
yá	ọ́fụ̀reezhí	
ɨ́cọ̍õr̃ụ	ọ́cọ̀rọọ̃́r̃ụ	'He wants work.'
ányɨ̀	ányɨ̀cọrọọ̃́r̃ụ	
ɨ́kọ̀jí	ányɨ̀kọrọjí	'We planted yams.'
h̃á	ákọ̀rọh̃ají	
ɨ́s̃a̍akwà	ás̃àr̃ah̃aákwà[1]	'They washed clothes.'
Ńd'ụ̀	ńd'ụ̀s̃ár̃aakwà	
ɨ́bya̍ahya	ńd'ụ̀byaraáhya	'Ndu came to market.'

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[1] Mr. Ugorji's pronunciation: ás̃a̍r̃ahàákwà

mú̩	ábyàramaáhya	
íri̍az̃ù̩	éri̍rimaaz̃ù̩	'I ate fish.'
ányɨ̀	ányɨ̀ríraazù̩	
ɨ́vù̩édè	ányɨ̀vu̩reédè	'We dug out coco yams.'
h̃a	ávù̩ru̩h̃eédè	
íme̍nhỹo̩o̩ma	émèr̃eh̃ańhỹo̩o̩ma	
mú̩	émèr̃emhỹó̩o̩ma	
ɨ́g'u̩̍akwu̩kwo̩	ág'u̩̍ru̩maakwu̩kwo̩	

Drill 4.2 Transformation Drill

Useful Words:	
m̀mɨ́ɨ̃	wine
m̀mɨ́ɨ̃ŋkwu̩̍	palm wine

1. a. Produce a sentence with the 3rd person singular RA form of the following Ⓗ class verb + object structures:

Key	Sentence
ɨ́kwu̩̍eg'o	ó̩kwu̩̍reeg'o
íku̍mir̃i̍	óku̍rumir̃i̍
íŋu̩̍mmɨɨ̃ŋkwu̩̍	ó̩ŋu̩̍r̃u̩mmɨɨ̃ŋkwu̩̍
íri̍r̃i	óri̍rir̃i

b. Produce similar sentences with first person singular subject:

Key	Sentence
ɨ́kwu̩̍eg'o	á̩kwu̩̍ru̩meeg'o
íku̍mir̃i̍	éku̍rummir̃i̍

ị́ŋụ̍mmị ị̃ŋkwụ̍	áŋụ̍rụmmmị ị̃ŋkwụ̍
íri̍r̃i	éri̍rimr̃i

c. Repeat the exercise with first person plural subject:

Key	Sentence
ị́kwụ̍eg'o	ányị̀kwụ́reeg'o
íku̍mir̃i̍	ányìkúrumir̃i̍
ị́ŋụ̍mmị ị̃ŋkwụ̍	ányị̀ŋụ́r̃ụmmị ị̃ŋkwụ̍
íri̍r̃i	ányìrírir̃i

d. Repeat the exercise with 3rd person plural subject:

Key	Sentence
ị́kwụ̍eg'o	ákwụ̀rụh̃eég'o
íku̍mir̃i̍	ékùruh̃amir̃i̍
ị́ŋu̍mmị ị̃ŋkwụ̍	áŋụ̀rụh̃ámmị ị̃ŋkwụ̍
íri̍r̃i	érìrih̃ar̃í

e. Repeat the exercise with impersonal subject:

Key	Sentence
ị́kwụ̍eg'o	ákwụ̍rụeg'o
íku̍mir̃i̍	éku̍rumir̃i̍
ị́ŋụmmị ị̃ŋkwụ̍	áŋụ̍r̃ụmmị ị̃ŋkwụ̍
íri̍r̃i	éri̍rir̃i

2. a. Produce sentences in RA form with 3rd person singular subjects from the following (L) class verb + object structures:

Key	Sentence
ị́kọ̀jí	ọ́kọ̀rọjí

ị́vụ̀édè	ọ́vụ̀reédè
ị́fụ̀ṭeezhí	ọ́fụ̀ṭareezhí

b. Repeat the exercise with first person singular subject:

Key	Sentence
ị́kọ̀jí	ákọ̀rọmjí
ị́vụ̀édè	ávụ̀rụmeédè
ị́fụ̀ṭaezhí	áfùṭarameezhí

c. Repeat the exercise with first person plural subject:

Key	Sentence
ị́kọ̀jí	ányị̀kọrọjí
ị́vụ̀édè	ányị̀vụreédè
ị́fụ̀ṭaezhí	ányị̀fụṭareezhí

d. Repeat the exercise with 3rd person plural subject:

Key	Sentence
ị́kọ̀jí	ákọ̀rọh̃ají
ị́vụ̀édè	ávụ̀rụh̃eédè
ífụ̀ṭaezhí	áfùtarah̃eezhí

e. Repeat the exercise with impersonal subject:

Key	Sentence
íkòjí	ákọ̀rọjí
ị́vụ̀édè	ávụ̀reédè
ị́fụ̀ṭaezhí	áfụ̀ṭareezhí

3. a. Produce sentences in RA form with 3rd person singular subjects with the following (HL) class verb + object structures:

Key	Sentence
ị́zụ̍ŋkwụ	ọ́zụ̀rụŋ́kwụ
ị́h̃ụ̍dọktọ̀	ọ́h̃ụ̀r̃ụdọ́ktọ̀
ị́ga̍mir̃i̍	ọ́gàràmír̃i̍

b. Repeat the exercise with first person singular subject:

Key	Sentence
ị́zụ̍ŋkwụ	ázụ̀rụmŋ́kwụ
ị́h̃ụ̍dọktọ̀	áh̃ụ̀r̃ụmdọ́ktọ̀
ị́ga̍mir̃i̍	ágàrammír̃i̍

c. Repeat the exercise with first person plural subject:

Key	Sentence
ị́zụ̍ŋkwụ	ányị̀zụrụŋ́kwụ
ị́h̃ụ̍dọktọ̀	ányị̀h̃ụr̃ụdọ́ktọ̀
ị́ga̍mir̃i̍	ányị̀garamír̃i̍

d. Repeat the exercise with 3rd person plural subject:

Key	Sentence
ị́zụ̍ŋkwụ	ázụ̀rụh̃aŋ́kwụ
ị́h̃ụ̍dọktọ̀	áh̃ụ̀r̃ụh̃adọ́ktọ̀
ị́ga̍mir̃i̍	ágàrah̃amír̃i̍

e. Repeat the exercise with impersonal subject:

Key	Sentence
ị́zụ̍ŋkwụ	ázụ̀rụŋ́kwụ

ị́h̃ụ̍dọktọ̀	áh̃ụ̀r̃ụdọ́ktọ̀
ị́ga̍mir̃i̍	ágàramír̃i̍

Note 4.3 Question forms:

All the greetings in units 1 - 3 are questions. Compare also these sentences:

ị̀lọrọnaanyáàs̃ụ	(ị̀-lọrọ-na-anyáàs̃ụ)
ìjaaníìgbo	(ì-je-anụ́-ìgbo)
ọ̀ọ́gịrị̍	(ọ̀-wụ́-gịrị̍)
ị̀wóonyiìgbo	(ị̀-wụ́-onye-ìgbo)
àmụr̃ụghị́lòowere	(à-mụr̃ụ-ghị́-là-owere)

In all these 'yes or no' questions - as well as in the greeting question forms - the pronoun prefix has low tone. Note that these questions are mostly second person - with i/ị̀ 'you (singular)' or ùnu 'you (plural)'. The remainder are third person or impersonal. It is not common to ask questions using simple structures in the first person and we will not drill these forms. (Similarly statements about the action of the second person - 'you' are not to be drilled extensively until later in this course.)

If the subject of a 'yes or no' question is a noun - a proper name, common noun, or noun phrase - the question form requires the third person pronoun prefix ò or ọ̀ with low tone:

ńd'ọ̀ọụ́onyiìgbo (ńd'ụ ọ-wụ́-onye-ìgbo)
'Is Ndu an Igbo (person)?'

In effect the sentence above is 'As for Ndụ, is he an Igbo?'. If there is a pause between the name and the question, this is interpreted as calling Ndu and asking him a question about another person:

ńd'ụ̀ ọ̀g'ụ́raakwụkwọ
'Ndụ, did he (someone else) read a book?'

Drill 4.3 Substitution drill on questions with the RA form:

a) (H) class verbs:

Key Word	Pattern	
	ìrírir̃i	'Did you eat?'
únù	ùnurírir̃i	
yá	òrírir̃i	
ńd'ụ̀	ńd'òcrírir̃i	
ɨ́g'ụ̍akwụkwọ	ńd'ọ̀çg'ụ́raakwụkwọ	'Did Ndụ read?'
ghɨ́	ɨ̀g'ụ́raakwụkwọ	
h̃á	àg'ụrụh̃aákwụkwọ[1]	
ɨ́ŋụ̍mmɨɨ̃ŋ̍kwụ	àŋụr̃ụh̃ámmɨɨ̃ŋ̍kwụ[2]	
únù	ùnuŋụ́r̃ụmmɨɨŋ̍kwụ	
ónyaà (ónye-à)	ónyọọ̀ọŋụ́rụmmɨɨŋ̍kwụ	
íku̍mir̃i̍	ónyoòokúrumir̃i̍	'Did this person fetch water?'
ghɨ́	ɨ̀kúrumir̃i̍	
yá	òkúrumir̃i̍	
ɨ́s̃a̍akwà	ọ̀s̃ár̃aakwà	'Did he wash clothes?'
ghɨ́	ɨ̀s̃ár̃aakwà	
íri̍r̃i	ìrúrir̃i	'Did you eat?'

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[1] Mr. Ugorji: àg'ụ́rụh̃àákwụkwọ

[2] Mr. Ugorji: àŋụ́r̃uhàmmɨɨ̃ŋ̍kwu

b) (L) class verbs:

Useful Word:

ị̀gbụ́rụ cassava

Key Word	Pattern	
	ị̀fụreezhí	'Did you go out?'
únù	ùnufụreezhí	
Ńdụ̀	ńdọ̀ọfụreezhí	
ị́kọ̀ jí	ńdọ̀ọkọrọ jí	'Did Ndu plant yams?'
ghị́	ị̀kọrọ jí	
yá	ọ̀kọrọ jí	
ị́yị̀ịgbụ́rụ	ọ̀yọrịịgbụ́rụ	'Did she sift cassava?'
únù	ùnuyọrịịgbụ́rụ	
ị́vụ̀édè	ùnuvụreédè	'Did you dig out coco yams?'
ónyaà (ónye-à)	ónyọ̀ọvụreédè	
ị́fụ̀ezhí	ónyọ̀ọfụreezhí	'Did this man go outside?'
h̃á	àfụrụh̃eezhí	
ghí	ị̀fụreezhí	

c) (HL) class verbs:

Key Word	Pattern	
	ị̀cọraáz̃ụ̀	'Do you want fish?'
ùnù	ùnucọraáz̃ụ̀	
h̃a	àcọrọh̃aáz̃ụ̀	

	àcọrọhaáz̃ụ̀	
ị́ga̍ahya	àgarah̃aáhya	'Did they go to market?'
Ñ́d'ụ̀	ńd'ọ̀ọgaraáhya	
ị́zu̍akw̃'a	ńd'ọ̀ọzụraakw̃'á	'Did Ndụ buy eggs?'
yá	ọ̀zụraakw̃'á	
ghị́	ị̀zụraakw̃'á	
íme̍nhỹọọma (íme̍-nhỹe-ọma)	ìmer̃eńhyọọma	'Did you do something good?'
únù	ùnumer̃eńhỹọọma	
h̃á	èmer̃eh̃ańhyọọma	
íde̍akwụkwọ	èdereh̃aákwụkwọ	'Did they write [a] paper?'
ghị́	ìderaákwụkwọ	
ị́cọ̍az̃ụ̀	ị̀cọraáz̃ụ̀	'Do you want fish?'

Drill 4.4 Question and answer drill with RA forms:

Use the key word to form a 'yes or no' question according to the pattern and then give an affirmative answer:

Key Word	Pattern	
	ị̀cọrakw̃'á	'Do you (sg.) want eggs?'
	ée ácọ̀rọmaakw̃'á[1]	
únù	ùnucọrạakw̃'á	
	ée ányị̀cọraakw̃'á	

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[1] The choice between junctures - that indicated by space or that marked /↑/ is a matter of speed and style of utterance. The marking here reflects the style heard on the tape.

	ée ányị̀cọraakw̃'á	
Ńd'ụ̀	ńd'ọ̀ọcọraakw̃'á	
	ée ọ́cọ̀raakw̃'á	
ị́vụ̀édè	ńd'ọ̀ọvụreédè	'Did Ndụ dig out coco yams?'
	ée ọ́vụ̀reédè	
yá	ọ̀vụreédè	
	ée ọ́vụ̀reédè	
ghị́	ị̀vụreédè	
	ée ávụ̀rụmeédè	
íri̍azụ̀	ìríriazụ̀	'Did you (sg.) eat fish?'
	ée éri̍rimaazụ̀	
h̃a	èririh̃aázụ̀[1]	
	ée érìrih̃aázụ̀	
únù	ùnuríriazụ̀	
	ée ányị̀ríriazụ̀	
ị́kọ̀jí	ùnukọrọjí	'Did you (pl.) plant yams?'
	ée ányị̀kọrọjí	
ónyaà (ónye-à)	ónyọọ̀ọkọrọjí	
	ée ọ́kọ̀rọjí	
ghị́	ị̀kọrọjí	
	ée ákọ̀rọmjí	
ị́ša̍akwà	ị̀šár̃aakwà	'Did you (sg.) do the laundry?'

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[1] Mr. Ugorji: èrírih̃àázụ̀

	ɨ̀s̃ár̃aakwà	'Did you (sg.) do the laundry?'
	ée ás̃á̍r̃amaakwà	
yá	ọ̀s̃ár̃aakwà	
	ée ọ́s̃á̍r̃aakwà	
ɨ́ŋụ̍mmɨɨŋ̍kwụ	ọ̀ŋụ́r̃ụmmɨɨ̃ŋ̍kwụ	'Did he drink palm wine?'
	ée ọ́ŋụ̍r̃ụmmɨɨ̃ŋ̍kwụ	
únù	ùnuŋụ́r̃ụmmɨɨ̃ŋ̍kwụ	
	ée ányɨ̀ŋụ́r̃ụmmɨɨ̃ŋ̍kwụ	
ɨgá̍ahya	ùnugaraáhya	'Did you (pl.) go to market?'
	ée ányɨ̀garaáhya	
Ńd'ụ̀	ńd'ọ̀ọgaraáhya	
	ée ọ́gàraáhya	
íkumir̃i̍	ńd'òokúrumir̃i̍	'Did Ndụ dip up water?'
	ée ókú̍rumir̃i̍	
ghɨ́	ìkúrumir̃i̍	
	ée ékú̍rummir̃i̍	
h̃a	èkuruh̃amír̃i̍[1]	
	ée ékùruh̃amír̃i̍[1]	
ɨ́zụ̍az̃ụ̀	àzụrụh̃aáz̃ụ̀	'Did they buy fish?'
	ée ázụ̀rụh̃aáz̃ụ̀	
únù	ùnuzụraáz̃ụ̀	
	ée ányɨ̀zụraáz̃ụ̀	

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[1] Mr. Ugorji: èkúruh̃àmír̃i̍, ékuruh̃àmír̃i̍

	ée ányị̀zụraáz̃ụ̀	
ónyaà (ónye-à)	ónyọọ̀ọzụraáz̃ụ̀	
	ée ọ́zụ̀raáz̃ụ̀	
ị́cọ̍akw̃'a	ónyọọ̀ọcọraakw̃'á	'Did this person want eggs?'
	ée ọ́cọ̀raakw̃'á	
ghị́	ị̀cọraakw̃'á	
	ée ácọ̀rọmaakw̃'á	

Some Notes on the format of the materials:

1. The student will have noticed that, commencing with this unit, a drill which is carried over from one page to the next has one pattern sentence repeated at the top of the second page. This is intended to facilitate use of the printed page with cut cards (as advocated in Instructions for Use of Drills in Unit 1) for self study of the exercise after completely oral presentation in class and/or on the tape. These sentences are not, of course, repeated on the tape.

2. To date the structure column has presented the following information about all the forms in the pronunciation column :

- a. Tone class formulae of verbs
- b. Occasional notes about the grammatical use of the form
- c. A morphemic transcription of longer utterances in which vowel assimilations and the like are not written but in which the tone pattern of the pronunciation column is maintained.

Henceforth the structure column will continue to contain information in categories (a) and (b) but morphemic transcriptions will occur only of utterances of which the structure has not been presented or is not immediately clear from the pronunciation column.

Unit 5

Pronunciation	Structure
-A-	
ég'o	
òlé	
ég'oo̍le	ég'o-o̍le[1]
jíọ̀ọwéeg'co̍le	jí-à-ọ-wụ́-eg'o-o̍le
-B-	
p'énì	
àsáà	
ọ́ụ̍p'enìasáà	ọ́-wụ̍-p'enì-asáà
-A-	
ị́kwụ̍	(H)
ànnọ́	
ágàmịị́kwụ̍ghip'enìannọ́	á-gà-mụ-ị́kwụ̍-ghị-p'enì-annọ́
-B-	
-ghi/-ghị	(negative suffix)
àgághị̍miiri̍yap'enìannọ́	à-gá-ghị̍-mụ-ire̍-ya-p'enì-annọ́[2]
-A-	
kà-	(prefix to definite request or suggestion - hortative form)
kàḿkụọnịghi̍	

Basic Sentences

Spelling	English
-A-	
ego	money
ole	how much?
ego ole	how much money?
Ji a ọ bu ego ole?	How much is this [bunch of] [yam]s ?
-B-	
penny	penny
asa	seven
Ọ bu penny asa.	It is seven pence.
-A-	
ikwu	to pay
anọ	four
Aga m ikwu gi penny anọ.	I'm going to pay you four pence.
-B-	
-gh/-ghi	
Agagh m ire ya penny anọ.	I'm not going to sell it [for] four pence.
-A-	
ka	that, let
kam kwuọni gi	then let me pay you

ìšhíì

ọ́dị̀ḿma̍

kàḿkụọnịghị̍p'enìišhíì

-B-

ị́zụ̍rụ (HL+) ị́zụ̍ + rụ

ọ́dị̀ḿma̍ zụ̀rụ́wanị

- - - - - - - - - - - -

- Numbers - 1 - 12

ótù

àbụ́ọ̍

àtọ́

ànnọ́

ìšé/ìšó

ị̀šhị́ị̀

àsáà

àsátọ̍

ìtéghete

ǐrí

nà-/là-

ìrílòótù ìrí-là-ótù

ìrílàabụ́ọ̍ ìrí-là-abụ́ọ̍

---

[1] The shift of tone here will be explained later.

ısı/ısıı	sıx
Ọ dı nma. Ka m kuọnı gı penny ısı.	All rıght. Let me pay you sıx pence.

-B-

ızuru	to buy for (oneself)
Ọ dı nma. Zuruwanı.	O.K. You may buy then. ('Go ahead and buy for (yourself) then.')

- - - - - - - - - - - -

otu	1
abua	2
atọ	3
anọ	4
ıse	5
ısı	6
asa	7
asatọ	8
ıteghete	9
ırı	10
na	and
ırı na otu	11
ırı na abua	12

---

[2] Note that /e/ before /y/ becomes /ı/. Sımılarly /a/ before /y/ becomes /ị/, /o/ becomes /u/ and /ọ/ becomes /ụ/.

Note 5.1 The Adverbial Suffix - RA

ị́zụ̍	'to buy'
ị́zụ̍rụ	'to buy for (oneself)

The suffix illustrated here, of which the form is /r/ plus the same vowel as the preceding syllable, is an adverbial suffix of wide usefulness, the basic sense of which is 'for the benefit of'. Without a following noun or pronoun the implication is that the benefit is for oneself - the benefit of the subject of the verb.

In the RA 'past' form of the verb the presence of this adverbial suffix results in a double RA form. When this occurs the first /r/ disappears and a long vowel results.

ọ́zụ̀ụrụŋ́kwụ	'He bought himself palm fruit.'
ọ́zụ̀ụṙụḿŋkwụ	'He bought palm fruit for me.'

Note 5.2 là/nà 'and'

This particle differs from the 'preposition' la/na in having invariable low tone while the preposition takes the tone of the following syllable. The occurrance of nà rather than là is conditioned by a nasal in the environment, commonly preceding.

Note 5.3 Numbers:

The number one, ótù, precedes the items enumerated. All other numbers follow. ótù occurs often with the sense of 'a', the indefinite article. Igbo has a dual numbering system 1 - 10, ten + one, ten + 2, etc. to 20, after which counting is by scores. Thus 70 is 'three score and ten' in Igbo, 71 'three score and ten and one' etc. Numbers above 12 will be introduced later.

Drill 5.1 Variation Drills on Basic Sentences:

Useful Words:	
únèr̃e	banana
épe	orange
áŋw̃ụ̀r̃u	tobacco
mácị̀ṣ(ị)[2]	matches

Key Word	Pattern	
	jíọ̀ọwéeg'oo̍le	'How much are these yams?'
únèr̃áà[1]	únèr̃áàọwéeg'oo̍le	'How much are these bananas?'
mácìsíà[2]	mácìsíàọwéeg'oo̍le	'How much are these matches?'
épeà	épeàọwéeg'oo̍le	'How much are these oranges?'
áŋwụ̀r̃áà[1]	áŋwụ̀r̃áàọwéeg'oo̍le	'How much is this tobacco?'

Drill 5.2

Useful Words:	
shínì/shílì	shilling
shíshì	sixpence

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[1] The 'demonstratives' -à/-è 'this' and áh̃à 'that' require a high tone preceding them regardless of the 'basic' tone of the word.

[2] Foreign words which end in consonants have a vowel final form before any word following without juncture.

Key Word	Pattern	
	ọ́ụ̍p'enìasáà	'It is seven pence.'
àbụ́ọ̍	ọ́ụ̍p'enìabụ́ọ̍	
àt̩ọ́	ọ́ụ̍p'eni̍àt̩ọ́	
ànnọ́	ọ́ụ̍p'enìannọ́	
ìs̃ó	ọ́ụ̍p'enìis̃ó	
ìs̃híì	ọ́ụ̍p'enìis̃híì	
àsáà	ọ́ụ̍p'enàasáà	
àsát̩ọ̍	ọ́ụ̍p'enàasát̩ọ̍	
ìtéghete	ọ́ụ̍p'enìitéghete	
ìrí	ọ́ụ̍p'enìirí	
ìrílòótù	ọ́ụ̍p'enìirílòótù	
ótùshínì	ọ́ụ̍otùshínì____	'It is one shilling.'
____nòótùp'énì	ọ́ụ̍otùshínìnoótùp'énì	
àbụ́ọ̍	ọ́ụ̍otùshínìnap'énìabụ́ọ̍	
àt̩ó	ọ́ụ̍shinàat̩ọ́làp'énìabụ́ọ̍	
ànnọ́	ọ́ụ̍shinàat̩ọ́làp'énàannọ́	
ìs̃é	ọ́ụ̍shinìis̃énàp'énàannọ́	
ìs̃híì	ọ́ụ̍shinìis̃énàp'énìis̃híì	
àsáà	ọ́ụ̍shinàasáàlap'énìis̃híì	
àsát̩o̍	ọ́ụ̍shinàasáàlap'énàasát̩ọ̍	
ìtéghete	ọ́ụ̍shinìitéghetelàp'énàasát̩ọ̍	
ìrí	ọ́ụ̍shinìitéghetelàp'énìirí	
ìrílòótù	ọ́ụ̍shinìirílòótùlap'énìirí	
ìrílàabụ́ọ̍	ọ́ụ̍shinìirílàabụ́ọ̍	'It is 12 shillings.

Note 5.4 The simple form of certain verbs:

Compare:

ádị̀mḿma̍	(HL)	á-dị̀-m-ḿma̍	'I'm well.'
ìj'ọ̃ọ́r̃ụ	(HL)	ì-j'e-ọ́r̃ụ	'Are you en route to work?'
éj'èmaáhya	(HL)	é-j'e-mụ-áhya	'I'm en route to market.'
òlée̍biishi̍	(H)	òlée̍-ebe-i-shi̍	'Where are you [coming] from?'
éshi̍maahya	(H)	é-shi̍-mụ-ahya	'I'm [coming] from market.'
ìjaañíìgbo	(L)	ì-je-añụ́-ìgbo	'Do you know Igbo?'
ọ̀ụ́gịrị̍	(H)	ọ̀-wụ́-gịrị̍	'What is it?'
áwụ̍moonyoòwere	(H)	á-wụ̍-mụ-onye-òwere	'I'm an Owerri (person).'

In these examples the verbs ị́dị̍ 'to be (state or condition)', íj'e̍ 'to be en route to', íshi̍ 'to be from', jè 'auxiliary for customary action' and ị́wụ̍ 'to be' occur in a form consisting of the root alone.

Note that ị́wụ̍ and íshi̍ (Class H) have high tone in this form while the others have low tone.

These 'stative verbs' and 'aùxiliary verbs' do not commonly occur in the RA form (although they may). The form illustrated here is a 'simple' or timeless form and has the same tone on the verb root as a RA form would have - i.e. the (H) class verbs are high, the others, being (HL) or (L) class verbs have low tone.

Another verb in this group which we have used (with a suffix) is ị́nọ̀ (L) 'to be at'.

Drill 5.3 Variation Drill on a Basic Sentence with Simple Form of a verb:

Key Word		Pattern
	ìj'ọọ́r̃ụ	Are you going to work?
áhya	ìj'aáhya	Are you going to market?
mír̃i̍	ìj'emír̃i̍	Are you going to (the) water?
íku̍mír̃i̍	ìj'iíku̍mir̃i̍	Are you going to dip up water?
ɨ́ŋụ̍	ìj'ẹɨ́ŋụ̍mir̃i̍	Are you going to drink water?
ɨ́k'ụ̍ŋkwụ	ìj'ẹɨ́k'ụ̍ŋkwụ	Are you going to tap palm?
ɨ́kọ̀jí	ìj'ẹɨ́kọ̀jí	Are you going to plant yams?
édè	ìj'ẹɨ́kòédè	Are you going to plant coco yams?
ɨ́vụ̀	ìj'eɨ́vùédè	Are you going to dig out coco yams?
íri̍	ìj'iíri̍edè	Are you going to eat coco yams?
r̃í	ìj'iíri̍r̃i	Are you going to eat (food)?

Drill 5.4 Variation Drill on a Basic Sentence with the Simple Form of a verb:

Key Word		Pattern
	éj'èmọọ́r̃ụ	I'm going to work.
-íku̍mir̃i̍	éj'èmiíku̍mir̃i	I'm going to dip up water.
-ɨ́ŋụ̍mir̃i̍	éj'èmɨɨ́ŋụ̍mir̃i̍	I'm going to drink water.
-ɨ́k'ụ̍ŋkwụ	éj'èmɨɨ́k'ụ̍ŋkwụ	I'm going to tap palm (wine).
-ɨ́kòédè	éj'èmɨɨ́kòédè	I'm going to plant coco yams.
-ɨ́kọ̀jí	éj'èmɨɨ́kọ̀jí	I'm going to plant yams.

	éj'èmɨɨ́kọ̀jí	
-ɨ́vùédè	éj'èmɨɨ́vùédè	I'm going to dig out coco yams.
-íri̍fi	éj'èmíri̍fi	I'm going to eat (food).

Drill 5.5 Substitution Drills on the Simple Form of certain verbs:

a)

Key Word		Pattern
	ánọ̀mŋgáà	'I am here.'
yá	ọ́nọ̀ŋgáà	
ɨ́dɨ̍	ọ́dɨ̀ŋgáà	'It is here.'[1]
h̃á	ádɨ̀h̃aŋgáà	
íshi̍	éshi̍h̃àŋgáà	'They are from here.'
àbá	éshi̍h̃àabá	'They are from Aba?'
mʉ́	éshi̍maaba[2]	'I'm from Aba.'
íj'e̍	éj'èmaabá	'I'm en route to Aba.'
ányɨ̀	ányɨ̀j'aabá	'We're en route to Aba.'
yá	ój'àabá	'He's en route to Aba.'
ɨ́wʉ̍	ọ́wa̍aba[2]	'It is/was Aba.'

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[1] Note that the place of an inanimate thing is expressed by ɨ́dɨ̍ 'to be in a state or permanent place' while the place of a creature or person is expressed by ɨnọ 'to be at, to stay'.

[2] This tone shift will be explained later as part of a comprehensive treatment of noun tone. Essentially what occurs is that nouns with (̀ ̀) basic tone pattern occur with (́ ́) tone pattern after all the high tone final verbal forms so far introduced.

b) Substitution - Correlation Drill:

Useful Words:

ńdị	people (plural of ónye)
àméri̍kà	America

Key Word	Pattern	
	áwụ̍moonyiìgbo	I'm an Igbo.
àméri̍kà	áwụ̍moonyaa̍meri̍kà[1]	
h̃á	áwụ̍h̃àńdaa̍meri̍kà[1]	
ányị̀	ányị̀wụ́ndaa̍meri̍kà[1]	
àbá	ányị̀wụ́ndaa̍ba[1]	
mụ́	áwụ̍moonyaa̍ba[1]	

Note 5.5 The Expression of Future with ị́ga̍ as an auxiliary:

Note the sentence:

ágàmịị́kwụ̍ghịp'enàannọ́ á-gà-mụ-ị́kwu̍-ghị-p'enì-annọ́
'I'm going to pay you (or I will pay you) fourpence.'

The future in Igbo is expressed by the auxiliary gà - from the verb ị́ga̍ 'to go' - plus the infinitive form of the verb.

Verbs in Igbo seldom occur without an object or complement of some kind and thus in the drills below the 'key word' is often a phrase consisting of infinitive plus complement.

Drill 5.6 Substitution Drill on Future Forms:

Useful Words:

úyò/ụ́yọ̀/úlò/ụ́lọ̀	house, building	dọ́ktọ̀	doctor
íh̃u̍	to see		

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[1] These tone shifts will be explained later.

a) Statements:

Key Word	Pattern	
	ágàmɨɨ́ga̍ahya	'I'm going to go to market.'
ɨ́zʉ̍ažʉ̀	ágàmɨɨ́zʉ̍ažʉ̀	'I'm going to buy fish.'
h̃á	ágàh̃ɨɨ́zʉ̍ažʉ̀	
ɨ́nọ̀ŋgáà	ágàh̃ɨɨ́nọ̀ŋgáà	'They're going to be here.'
yá	ọ́gɨ̀ɨ́nọ̀ŋgáà	
íri̍ři	ọ́gìíri̍ři	'He is going to eat.'
Ńd'ʉ̀	ńd'ʉ̀giíri̍ři	
ɨ́fʉ̀ţeezhí	ńd'ʉ̀gɨɨ́fʉ̀ţeezhí	'Ndu is going to go outside.'
mʉ́	ágàmɨɨ́fʉ̀ţeezhí	
ɨ́h̃ʉ̍dọktọ̀	ágàmɨɨ́hʉ̍dọktọ̀	'I'm going to see the doctor.'
ányɨ̀	ányɨ̀gɨɨ́h̃u̍dọktọ̀	
ɨ́lʉ̍ʉyọ̀ (ɨ́la̍-ʉyọ̀)	ányɨ̀gɨɨ́lʉ̍ʉyọ̀	'We're going to go home.'
h̃á	ágàh̃ɨɨ́lʉ̍ʉyọ̀	
ɨ́ša̍akwà	ágàh̃iɨ́ša̍akwà	'They are going to wash clothes.'
mʉ́	ágàmɨɨ́ša̍akwà	
íde̍akwʉkwọ	ágàmiída̍akwʉkwọ	'I'm going to write.'
yá	ọ́gìída̍akwʉkwọ	
íshi̍ažʉ̀	ọ́gìíshi̍ažʉ̀	'He's going to cook fish.'
ányɨ̀	ányɨ̀giíshi̍ažʉ̀	

	ányì̩giíshi̍az̃ù̩	
íj'e̍òwere	ányì̩giíj'o̍òwere	'We're going to go to Owerri.'
Ńdù̩	ńd'ù̩giíj'o̍òwere	
h̃a	ágàhiíj'o̍òwere	
í̩r̃u̩̍õ̩r̃u̩	ágàhi̩í̩r̃u̩̍õ̩r̃u̩	'They are going to work.'
mú̩	ágàmi̩í̩r̃u̩̍õ̩r̃u̩	
yá	ó̩gì̩í̩r̃u̩̍õ̩r̃u̩	
í̩kò̩jí	ó̩gì̩í̩kò̩jí	'He's going to plant yams.'
ányì̩	ányì̩gi̩í̩kò̩jí	
mú̩	ágàmi̩í̩kò̩jí	
í̩ga̍ahya	ágàmi̩í̩ga̍ahya	'I'm going to go to market.'

b) Questions and Affirmative Answers:

Key Word	Question Pattern and Answer	
	ì̩gi̩í̩zu̩̍az̃ù̩	'Are you going to buy fish?'
	ée ágàmi̩í̩zu̩̍az̃ù̩	
únù	ùnugi̩í̩zuaz̃ù̩	
	ée ányì̩gi̩í̩zu̩̍az̃ù̩	
yá	ò̩gií̩zu̩̍az̃ù̩	
	ée ó̩gì̩í̩zu̩̍az̃ù̩	
í̩g'u̩̍akwu̩kwo̩	ò̩gi̩í̩g'u̩̍akwu̩kwo̩	'Is he going to read?'
	ée ó̩gì̩í̩g'u̩̍akwu̩kwo̩	
h̃á	àgah̃i̩í̩g'u̩̍akwu̩kwo̩	

	àgahịị́g'ụ̍akwụkwọ	
	ée ágàhịị́g'ụ̍akwụkwọ	
íshı̍akw̃'a[1]	àgahıíshı̍akw̃'a	'Are they going to cook eggs?'
	ée ágàh̃ııíshı̍akw̃'a	
únù	ùnugıíshı̍akw̃'a	
	ée ányị̀gıíshı̍akw̃'a	
ị́fụ̀ṭeezhí	ùnugịị́fụ̀ṭeezhí	'Are you going to go outside?'
	ée ányị̀gıị́fụ̀ṭeezhí	
ghị́	ị̀gịị́fụ̀ṭeezhí	
	ée ágàmıị́fụ̀ṭeezhị́	
ị́zụ̍az̃ụ̀	ị̀gıị́zụ̍az̃ụ̀	
	ée ágàmụ́zụ̍az̃ụ̀	

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[1] This shift of tone from the 'basic' tone of àkw̃'á will be treated later.

Pronunciation		Structure
	-A-	
òlée̍hỹe/òlée̍nhỹe		òlée̍-hỹe/òlée̍-nhỹe
ómèghe		ó-mèghe
òlée̍hỹoonyaàmeghe		òlée̍-hỹe-onye-à-meghe
	-B-	
ọ́kọ̀gheédè		ọ́-kọ̀gha-édè
	-A-	
kéè/ŋ̀kéà		ké + à/ŋké + à[1]
ónyekeè òmeghegị́rị̍		ónye-ke-à ò-meghe-gị́rị̍
	-B-	
ọ́ŋụ̍ghamiĩi̍		
	-A-	
ícè		(L)
mà		(particle which introduces a possibility or a supposition)
écèremmọọŋụ́ghammịị̃ŋkwụ̍		é-cère-m-ma-ọ-ŋụ́gha-mmịị̃-ŋkwụ̍
	-B-	
àŋụ́		(verbal noun from ị́ŋụ̍)
ìjaaŋụ́mmịị̃ŋkwụ̍		ì-je-aŋụ́-mmịị̃-ŋkwụ̍

Basic Sentences

Spelling	English
-A-	
ole ihe	what (thing)?
o meghe	he is doing
Ole ihe onye a meghe?	What is this person doing?
-B-	
ọ kọgha ede.	He's planting coco yams.
-A-	
nkea	this
Onye nkea, o meghe gini?	This person, what's he doing?
-B-	
ọ ṅugha miri.	He's drinking water.
-A-	
ice	to think, to suppose
ma	that, whether, but
E cere m ma ọ ṅugha nmanyi nkwu.	I thought that he was drinking palm wine.
-B-	
aṅu	drinking
I je aṅu nmanyi nkwu?	Do you (customarily) drink palm wine?

-A-

ḿʔm̀/ḗʔȅ	
nà	auxiliary verb for present action
hỹémné̍e ȷàaŋụ́	hyé-m-ná̍-e ȷè-aŋụ́
ŋ́gwọ̀	
ḿʔm̀ hỹémné̍e ȷàaŋụ́wụ-mmịị̃ŋgwọ̀	ḿʔm̀ hỹe-m-na-e̍ ȷè-aŋụ́-wụ-mmịị̃-ŋgwọ̀

---

[1] This tone shift will be explained later.

Note 6.1 The 'Progressive' Verb form with suffix -ghe, -gha.

Compare:

òlé̍e̍hỹoonyaàmeghe	òlé̍e̍-hỹe-onye-à-meghe
	'What is this person doing?'
ọ́kọ̀gheédè	ọ́-kọ̀gha-édè
	'He is planting coco yams.'
òmeghegíri̍	ò-meghe-gíri̍
	'What is he doing?'
ọ́ŋụ̍ghamir̃i̍	ó-ŋụ̍gha-mir̃i̍
	'He is drinking water.'
écèremmọọŋụ́ghammịị̃ŋkwụ̍	é-cère-m-ma-ọ-ŋụ́gha-mmịị̃-ŋkwụ̍
	'I thought that he was drinking palm wine.'

-A-

	uh uh/no
na	
ihe m na eje aṅu	thing I presently customarily drink
ngwọ	raffia palm
E-e, ihe m na eje aṅu bu nmanyi ngwọ	No, what I drink is raffia palm wine. ('Thing I presently customarily drink is raffia palm wine.')

These sentences illustrate the verb form which consists of the root plus -ghe or -gha which signifies continuous, progressive or repeated action in either present or past. The tone of the root is the same as that of the RA form - high (or mid after a high-tone pronoun prefix) for (H) class verbs, low for (HL) and (L) class verbs. Verbs which occur in a 'simple' form (see Note 4.4) do not commonly have a 'progressive' form.

Drill 6.1 The progressive forms of verbs:

a) Class (H) Verbs:

Key Word	Pattern	
	óri̍gheri	'He is eating.'
ányị̀	ányị̀rígheri	

	ányì̩rígher̃i	
mụ́	éri̍ghemr̃i	
í̩g'ụ̍akwụkwọ	ág'ụ̍ghamaakwụkwọ	'I'm reading.'
yá	ọ́g'ụ̍ghaakwụkwọ	
ńd'ụ̀	ńd'ụ̀g'ụ́ghaakwụkwọ	
ía̍ahya (íre̍-ahya)	ńd'ụ̀réghaahya	'Ndu is selling.' (-is a salesman)
h̃à	érègheh̃aáhya[1]	
í̩s̃a̍akwà	ás̃àghah̃aákwà[2]	'They are doing laundry.'
mụ́	ás̃a̍ghamaakwà	
ányì̩	ányì̩s̃ághaakwà	
í̩k'ụ̍ŋkwụ	ányì̩k'ụ́ghaŋkwụ	'We're tapping palm wine.'
yá	ọ́k'ụ̍ghaŋkwụ	
í̩ŋụ̍mmĩ̩	ọ́ŋụ̍ghammĩ̩	'He's drinking wine.'
h̃á	áŋụ̀ghah̃ámmĩ̩[3]	
íri̍r̃i	érìghèh̃ar̃í[4]	'They're eating.'
yá	óri̍gher̃i	

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[1] Mr. Ugorji's pronunciation: ére̍gheh̃àáhya

[2] Mr. Ugorji's pronunciation: ás̃a̍ghah̃àákwà

[3] Mr. Ugorji's pronunciation: áŋụ̍ghah̃àḿmiĩ̩

[4] Mr. Ugorji's pronunciation: éri̍gheh̃àr̃í

b) Questions and Affirmative Answers with class (H) verbs:

Key Word	Pattern and Answer	
	ìrígher̃i	'Are you (sg.) eating?'
	ée éri̍ghemri	
únù	ùnurígher̃i	
	ée ányìrígher̃i	
íku̍mir̃i̍	ùnukúghemir̃i̍	'Are you dipping up water?'
	ée ányị̀kúghemir̃i̍	
yá	òkúghemir̃i̍	
	ée óku̍ghemir̃i̍	
íre̍az̃ụ̀	òréghaaz̃ụ̀	'Is he selling fish?'
	ée óre̍ghaaz̃ụ̀	
Ńd'ụ̀	ńd'ụ̀oréghaaz̃ụ̀	
	ée óre̍ghaaz̃ù	
ị́g'ụ̍akwụkwọ	ńd'ụ̀ọg'ụ́ghaakwụkwọ	'Is Ndu reading?'
	ée ọ́g'ụ̍ghaakwụkwọ	
ghị́	ị̀g'ụ́ghaakwụkwọ	
	ée ág'ụ̍ghamaakwụkwọ	
únù	ùnug'ụ́ghaakwụkwọ	
	ée ányị̀g'ụ́ghaakwụkwọ	
íri̍r̃i	ùnurígher̃i	
	ée ányìrígher̃i	
ghị́	ìrígher̃i	
	ée éri̍ghemr̃i	

c) Drill on (HL) class verbs:

Useful Words:	
ánụ	meat
cínyèr̃e	(girl's name)

Key Word	Pattern	
	ódèghaákwụkwọ	'He is writing.'
ányị̀	ányìdeghaákwụkwọ	
mụ́	édèghemaákwụkwọ	
ị́cọ̍ọ̃r̃ụ	ácọ̀ghamọọ̃́r̃ụ	'I am wanting work.'
yá	ọ́cọ̀ghọọ̃́r̃ụ	
ị́zụ̍anụ	ọ́zụ̀ghaánụ	'He's buying meat.'
h̃a	ázụ̀ghah̃aánụ	
Ńd'ụ̀	ńd'ụ̀zụghaánụ	
ị́h̃ụ̍dọktọ̀	ńd'ụ̀h̃ụghadọ́ktọ̀	'Ndu is seeing the doctor (-receiving treatment).'
ányị̀	ányìh̃ụghadọ́ktọ̀	
íshi̍r̃i	ányìshigher̃í	'We are cooking.'
cínyèr̃e	cínyèr̃eshigher̃í	
mú	éshìghemr̃í	
íde̍akwụkwọ	édèghemaákwụkwọ	'I'm writing.'
yá	ódèghaákwụkwọ	

d) Question and Affirmative Answer Drill with (HL) class verbs:

Key Word	Pattern	
	ùnudeghaákwụkwọ	'Are you (pl.) writing?'
	ée ányìdeghaákwụkwọ	
ghí	ìdeghaákwụkwọ	
	ée ↑ édèghemaákwụkwọ	
ị́zụ̍az̃ụ̀	ị̀zụghaáz̃ụ̀	'Are you (sg.) buying fish?'
	ée ↑ ázụ̀ghamaáz̃ụ̀	
yá	ọ̀zụghaáz̃ụ̀	
	ée ↑ ọ́zụ̀ghaáz̃ụ̀	
íshi̍nhỹe	òshighehỹé	'Is she cooking?'
	ée ↑ óshìgheńhỹe	
únù	ùnushigheńhỹe	
	ée ↑ ányìshigheńhỹe	
cínyèr̃e	cínyèr̃ooshigheńhỹe	
	ée ↑ óshìgheńhỹe	
íme̍nhỹe	cínyèr̃oomegheńhỹe	'Is Chinyere doing something?'
	ée ↑ ómègheńhỹe	
ghí	ìmegheńhỹe	
	ée ↑ ámèghemńhỹe	
íde̍akwụkwọ	ìdeghaákwụkwọ	'Are you (sg.) writing?'
	ée ↑ édèghemaákwụkwọ	

	ée ↑ édèghemaákwụkwọ
únù	ùnudeghaákwụkwọ
	ée ↑ ányìdeghaákwụkwọ

e) Drill on class (L) verbs:

Useful Word:

écìce	thought

Key Word	Pattern	
	ákọ̀ghamjí	'I'm planting yams.'
yá	ọ́kọ̀ghají	
ị́vụ̀édè	ọ́vụ̀gheédè	'He's digging out coco yams.'
ányị̀	ányị̀vụgheédè	
cínyèr̃e	cínyèr̃evụgheédè	
ị́yọ̀ịgbụ́rụ	cínyèr̃eyọghịịgbụ́rụ	'Cinyere's sifting cassava.'
mụ́	áyọ̀ghamịgbụ́rụ	
ícèécìce	écèghemeécìce	'I'm thinking.'
h̃á	écègheh̃eécìce	
Ńd'ụ̀	ńd'ụ̀cegheécìce	
ị́kọ̀jí	ńd'ụ̀kọghají	'Ndụ's planting yams.'
mụ́	ákọ̀ghamjí	

f) Question and Affirmative Answer Drill on (L) class verbs:

Key Word	Pattern	
	ɨ̀vʉgheédè	'Are you (sg.) digging out coco yams?'
	ée ávʉ̀ghameédè	
cínyèr̃e	cínyèr̃o̩o̩vʉgheédè	
	ée ó̩vʉ̀gheédè	
ɨ́yò̩ɨgbʉ́rʉ	cínyèr̃o̩o̩yo̩ghɨɨgbʉ́rʉ	'Is Chinyere sifting cassava?'
	ée ó̩yò̩ghiɨgbʉ́rʉ	
únù	ùnuyo̩ghɨɨgbʉ́rʉ	
	ée ↑ ányɨ̀yo̩ghɨɨgbʉ́rʉ	
ícèécìce	ùnucegheécìce	'Are you (pl.) thinking?'
	ée ↑ ányìcegheécìce	
h̃á	ècegheh̃eécìce	
	ée écègheh̃eécìce	
ɨ́vʉ̀édè	àvʉghah̃eédè	'Are they digging out coco yams?'
	ée ávʉ̀ghah̃eédè	
ghɨ́	ɨ̀vʉgheédè	
	ée ↑ ávʉ̀ghameédè	

Unit 7

Pronunciation		Structure
	-A-	
òlée̍hỹiire̍ghe		òlée̍-hỹe-i-re̍ghe
	-B-	
ére̍ghemuunèr̃e		é-re̍ghe-mụ̍-unèr̃e
	-A-	
òlóo̍le		òlé-o̍le^{1}
ìrégheñeeg'oo̍loo̍le		ì-réghe-ña-eg'o-o̍le^{1}-o̍le
	-B-	
ọ́wa̍annọp'enì		ọ́-wụ̍-annọ^{1}-p'enì
	-A-	
ị́zụ̍ị		(HL)
tọ́rọ		
zụ̀ị́m̍iirilàaṭọ́tọrọ		zụ̀ị́-mụ̍-iri^{1}-là-aṭọ́-tọrọ
	-B-	
ọ́dị̀ḿma̍ zụ̀rụ́wanị		
	-A-	
íwè		(L)
íwère		(L)
ínye̍		(H)
céènji		

Basic Sentences

Spelling		English
	-A-	
Ole ihe i reghe?		What are you selling?
	-B-	
Ereghe m unere.		I'm selling bananas.
	-A-	
ole ole		how much [for] how many?
I reghe ha ego ole ole?		How are you selling them? ('Are you selling them how much money for how many?')
	-B-	
Ọ bu anọ penny.		It is four [for a] penny?
	-A-	
izui		to sell to
tọrọ		three pence
Zui m iri na atọ tọrọ.		Sell me thirteen for three pence.
	-B-	
Ọ dị nma, zuruwani.		Alright. You may buy.
	-A-	
iwe		to take
iwere		to take for (oneself)
inye		to give
change		change

wèréneeg'ọ̍ nyém̍ceènji	wèréni-eg'o̍ nyé-m̍-ceènji

-B-

-c'e/-c'a	(adverbial suffix for completion or entirety)
ị́zụ̍c'a	ị́zụ̍ + c'a (HL)
ị́zụ̍rục'a	ị́zụ̍rụ + c'a (HL)
zụ̀rụ́c'anịmị̍ya	zụ̀rụ́c'a-nị-mụ̍-ya

-A-

ọ̀dị́ghị̀	ọ̀-dị́-ghị̀
ǹné	
ŋwán̍ne	ŋwá-n̍ne[1]
ọ̀dị́ghị̀ ŋwán̍nem	ọ̀-dị́-ghị̀ ŋwá-n̍ne-m
ízù	(L)
kée̍ezùóle	ké-a̍-ezùóle

-B-

ọ́dị̀ḿmi̍ íme̍ene

---

[1] These tone shifts are explained below.

Wereni ego nyem change.	Then take the money. Give me change.

-B-

-cha	(finish doing ---)
izucha	to buy up, to buy all
izurucha	to buy all for (oneself)
Zuruchani mụ ya.	Buy it all [from] me. ('Then buy it all up for me.').

-A-

ọ dighi	no
nne	mother
nwanne	mother's child (sister or brother)
Ọ dighi nwannem.	No, sister.
izu	to be finished, to be complete
Nkea ezuole.	This is enough. ('This has finished.')

-B-

Ọ di nma i meene.	O.K. Thank you.

Note 7.1 Noun Classes and Variant Tone Patterns on Nouns

Igbo grammar uses tone patterning to signal grammatical relationships. Some of the shifts of tone from the 'basic' tones of nouns and verbs are conditioned by phonological environment - that is, by the tones of adjoining forms. But a far larger number of such tone changes are conditioned by the requirements of the grammar.

Most Igbo nouns are of two or more syllables. There are, on the basis of their tone patterns, five classes of two-syllable nouns, of which two are conveniently treated as sub-classes of Class I since they occur in most contexts with identical tone patterns. There are also a few irregular nouns (here marked irr.):

Class I

Pattern (´´) high-high:

Examples:				
	ég'o	'money'	ánụ	'meat'
	áhya	'market'	íshi	'head'
	ŋ́kwụ	'oil palm'	ḿmịị (irr.)	'wine'

Class IA

Pattern (´ˈ), high-mid:

Examples:				
	mír̃i̍ (irr.)	'water'	gíri̍	'what'
	ág'ụ̍	'leopard'		

Class IA is small and will not be further distinguished from Class I in this discussion.

Class II

Pattern (`´), low-high:

Examples:				
	àhụ́	'body'	àkw̃'á	'egg'
	òlé	'how many'	àgá	'going'

èzhí	'compound'	àfụ́	'going out' (L)
ànyị́	'us'	àŋụ́	'drinking' (H)
		àgá	'going' (HL)

Note that the verbal noun forms of (H) and (HL) verbs and one of the alternate verbal noun forms of (L) verbs belong to this noun class.

Class III

Pattern (´ˋ) high-low:

Examples:	ákwà	'cloth'	ázà	'sweeping' (L)
	áz̃ụ̀	'fish'	únù	'you (pl.)'

Note that one form of the verbal noun of class (L) verbs belongs in this class.

Class IV

Pattern (ˋˋ) low-low:

Examples:	àla	'ground, country, down'
	ŋ̀ku	'wing, fan'
	ìt'e	'pot'

Class IV is relatively small and contains no verbal forms, no 'pronouns' and few proper names.

In addition to their tone-class membership nouns also may be classified in other ways - for example proper names display different behavior in some structures than common nouns.

Nouns of three or more syllables pattern generally in phrases like two-syllable nouns - entering into phrase structures with preceding forms like nouns with the tone pattern of their first two syllables and with succeeding forms like nouns with the tone pattern of their final two syllables. Thus òkụ́kọ̀ 'chicken' combines with preceding nouns like a Class II (ˋ´) noun and with succeeding nouns like a Class III (´`) noun.

Some nouns and all adjectives (which are rare - we have seen only ọ́ma 'good') have invariable tone patterns. Among the nouns of this group we have seen are ákwụkwọ, óshishi, p'énì (and most words borrowed from English). Nouns with invariable tone patterns are likely to be borrowed words from non-Igbo sources.

The following discussion may sound highly complex and impossible to remember or to apply. But, in fact, common nouns of Classes I, II, III and IV occur in various syntactic environments with one or the other of only <u>two</u> tonal patterns:

	First Tone Pattern	Second Tone Pattern
Class I	´´	´'
Class II	`´(´´)[1]	'´
Class III	´`	´'
Class IV	``	`´

Proper nouns (names of persons or places) of Class III have an additional tone pattern ('`) in certain environments (see the discussion of environment 4 below).

While the particular environments in which these tone patterns occur vary with some complexity as explained below, essentially what is required of the student at this point is a general comprehension of the problem so that as examples occur in drill he may practice them without being troubled by lack of understanding of what is occurring.

In discussing the tonal patterns of nouns we recognize four different basic environments of nouns.

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[1] Class II nouns have the pattern ´´ in those syntactic environments where the first tone pattern is required when there is a non-low tone preceding in the construction. e.g. ị́ša̍ + èzhí - ị́še̍ezhi 'to wash the compound'.

Environment 1-In subject position, as object of the preposition /la-/na-/ 'in, on, at, etc.', and as first object in an independent clause of any verb form lacking the vowel suffix (or a high tone adverbial suffix) - which includes all the verb forms treated to date - nouns occur in environment 1.

In environment 1 nouns of all classes have their first tone patterns. Class II (`´) nouns occur after any non-low tone with ´´ (high-high) tone pattern. Examples:

Infinitive	(H)	(HL)	(L)
+ Class I	ɨ́ŋʉ̍ŋkwʉ (´´)	ɨ́zʉ̍epe (´´)	ɨ́zàáhya (´´)
+ Class II	íre̍akw̃'a (´̲´̲)	ɨ́zʉ̍akw̃'a (´̲´̲)	ɨ́zàezhí (`´)
+ Class III	ɨ́ŋʉ̍ŋgwọ̀ (´`)	ɨ́zʉ̍unèr̃e (´`)	ɨ́kọ̀édè (´`)
+ Class IV	íre̍àla (``)	ɨ́zʉ̍àla (``)	ɨ́zàala (``)

RA form	(H)	(HL)	(L)
+ Class I	ọ́ŋʉ̍r̃ʉŋkwʉ (´´)	ọ́zʉ̀reépe (´´)	ọ́zàraáhya (´´)
+ Class II	óre̍raakw̃'a (´̲´̲)	ọ́zʉ̀raakw̃'á (`´)	ọ́zàreezhí (`´)
+ Class III	ọ́ŋʉ̍r̃ʉŋgwọ̀ (´`)	ọ́zʉ̀ruúnèr̃e (´`)	ọ́kọ̀reédè (´`)
+ Class IV	óre̍raàla (``)	ọ́zʉ̀raala (``)	ọ́zàraala (``)

Simple form	(H)	(HL)	(L)
+ Class I	ọ́wʉ̍ahya (´´)	óȷ'èáhya (´´)	------
+ Class II	ọ́wʉ̍aba (´̲´̲)	óȷ'èabá (`´)	------
+ Class III	ọ́wʉ̍nd'ù (´`)	óȷ'èúmùáhyà (´`)	ócèécice (´`)
+ Class IV	ọ́wʉ̍àla (``)	------	------

Progressive form	(H)		(HL)		(L)	
+ Class I	óre̍gheepe	(´´)	ọ́zụ̀ghaépe	(´´)	ọ́zàghaáhya	(´´)
+ Class II	óri̍ghaakw̃'a	(´̲´̲)	ọ́zụ̀ghaakw̃'á	(`´)	ọ́zàgheezhí	(`´)
+ Class III	óre̍ghuunèr̃e	(´`)	ọ́zụ̀ghuúnèr̃e	(´`)	ọ́zàghuụ́yọ̀	(´`)
+ Class IV	óre̍ghaàla	(``)	ọ́zụ̀ghaala	(``)	ọ́zàghaala	(``)

Environment 2 of nouns includes positions as first object of certain verb forms which have not yet occurred. These will be treated later.

Environments 3 and 4 are first and second positions in compounds consisting of two nouns. Examples of this type of compounding which have occurred in units to date are:

3 4

(II) (ŋ̀)ŋwá + ók'e (I) → ŋwóok'e̍/ŋwóok'o̍

(I) ég'o + òlé (II) → ég'oo̍le

(I) ḿmɨɨ̃ + ŋ́kwụ (I) → mmɨ́ɨ̃ŋkwụ̍

(II) òlé + òlé (II) → òlóo̍le

(I) ég'o + òlóo̍le (II) → ég'oo̍loo̍le[1]

Other compounds, with Class III + Class IV nouns in environment 4, have occurred: e.g. ḿmɨɨ̃ + ŋ́gwò → ḿmɨɨ̃ŋgwọ̀ but, as these do not entail shifts from first tone pattern, it is not helpful to list them.

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[1] In this phrase the middle 'word' òlé is in environment 3 relative to the following form but the phrase òlóo̍le is, as an entirety, in environment 4 after ég'o. In such cases the first tone of the phrase in environment 4 may show the characteristic tone of that environment but otherwise the tones of such phrases are invariable. Contrast: àkwụ́eg'o̍ 'a paying money', àkwụ́eg'oo̍le 'a paying how much money?'.

Environment 3 in the examples above contains only Class I and Class II nouns, which there have their first tone pattern. Class III and Class IV in this environment occur with their first tone pattern (ˊˋ) and (ˋˋ) before a following high tone (unless the second word is a proper name):

ázàáhya̍	'sweeping [the] market'
ákọ̀édè	'cultivating coco yams'

but with their second tone pattern - a high-mid (ˊˈ) pattern (Class III) and a low high (ˋˊ) pattern (Class IV) - before proper names and low tone initial (Class II + Class IV) nouns:

(III)	ázà + èzhí		áze̍e̍zhi	'sweeping the compound'
(III)	ázà + àla		áza̍àla	'sweeping [the] ground'
(III)	ụ́yọ̀ + ámaakọ̍		úyọ̍ama̍akọ̍	'Amako's house'
(IV)	ŋ̀ku 'wing' +	égbe 'hawk' (I)	ŋ̀kúegbe̍	'wing of [the] hawk'
(IV)	àla + èzhí		àlée̍zhi	'ground of the compound'
(IV)	àla +	ámaako̍ 'Let the family line not lack' - proper name for a male	àláama̍akọ̍	'Amako's land'

The effect of these tonal shifts is to produce in environment 3 (modified) forms which have final non-low tone.

In environment 4 as can be seen from the examples above, Class I has its second tone pattern, high-mid (ˊˈ). Class II has its second tone pattern, mid-high (ˈˊ). Classes III and II have their first tone patterns except that proper names of Class III (e.g. ńd'ụ̀, cídì) occur with a mid-low (ˈˋ) pattern in 'possessive compounds'. (Note: Class II nouns following invariable nouns which end on low tone have their first (ˋˊ) tone pattern - this being the only situation in which Class II nouns occur in environment 4 preceded by a low tone:

p'énìis̃híì 'six pence'

Contrast: íyii̍s̃hiì 'six streams'

Examples of Modification and Possessive Compounds:

Environment 3 + Environment 4

Class I + Class I

ík'e + énye 'elephant' → íkeenyi̍ 'strength of the elephant'

mífi̍ + íyi 'stream' → mífi̍iyi̍ 'water of the stream - river water'

Class II + Class I

àkw̃'á + égbe → àkw̃'áegbe̍ 'hawk egg' (a modification compound)

èzhí + ámaakọ̍ → èzhíamáakọ̍ 'Amako's compound' (a possessive compound)

Class III + Class I

Note Contrast

ụ́yọ̀ + ág'ụ̍ → ụ́yọ̀ág'ụ̍ 'The house of the leopard (modification compound)

ụ́yọ̀ + ámaakọ̍ → ụ́yọ̍amáakọ̍ 'Amako's house' (possessive compound)

Class IV + Class I

Note Contrast

ŋ̀ku + égbe → ŋ̀kuégbe̍ 'wing of the hawk' (m.c.)

àla + ámaakọ̍ → àláamáakọ̍ 'Amako's land' (p.c.)

Class I + Class II

ńdị + àbá → ńdịa̍ba 'people of Aba' (m.c.)

ánụ + ọ̀kụ́kọ̀ → ánụọ̍kụkọ̀ 'chicken meat' (m.c.)

Class II + Class II

èré + àkw̃'á → èréa̍kw̃'a 'selling eggs' (m.c.)

àkw̃'á + ọ̀kụ́kọ̀ → àkw̃'áọ̍kụkọ̀ 'chicken eggs' (m.c.)

Class III + Class II

áfụ̀ + èzhí → áfụ̍e̍zhi 'going outside' (m.c.)
óbì 'heart' + ǹjọ́kụ̍ → óbi̍n̍jọkụ̍ 'Njoku's heart' (p.c.)

Class IV + Class II

ŋ̀kụ + ọ̀kụ́kọ̀ → ŋ̀kụ́ọ̍kụkọ̀ 'chicken wing' (m.c.)
ìt'e + ǹjọ́k'ụ̍ P.N. → ìt'én̍jọk'ụ̍ 'Njoku's pot' (p.c.)

Class I + Class III

Note Contrast
íshi + áz̃ù → íshiaz̃ù 'fish head' (m.c.)
íshi + ńd'ụ̀ → íshin̍d'ụ̀ 'Ndu's head' (p.c.)

Class II + Class III

Note Contrast
àzụ́ + únèr̃e → àzụ́unèr̃e 'buying bananas' (m.c.)
èzhí + ńd'ụ̀ → èzhín̍d'ụ̀ 'Ndu's compound' (p.c.)

Class III + Class III

Note Contrast
ọ̀kụ́kọ̀ + únù → ọ̀kụ́kọ̀únù 'your (pl.) chicken' (m.c.)
ụ́yọ̀ + ńd'ù → ụ́yọ̍n̍d'ụ̀ 'Ndu's house' (p.c.)

Class IV + Class III

Note Contrast
ìt'e + únù → ìt'eúnù 'your (pl.) pot' (m.c.)
ìt'e + ńd'ụ̀ → ìt'én̍d'ụ̀ 'Ndu's pot' (p.c.)

Class I + Class IV

íme + ìt'e → íme̍ìt'e 'inside of the pot' (m.c.)

(Proper names of Class IV are rare, hence no examples are given of p.c. - but there is no contrast here between p.c. and m.c.)

Class II + Class IV

èré + àla → èréàla 'selling land'

Class III + Class IV

óbì + òvu 'coucal - a type of bird' → óbi̍òvu 'heart of the coucal'

Class IV + Class IV

ŋ̀ku + òvu → ŋ̀kúòvu 'wing of the coucal'

The 'object' and possessive pronouns and high tone monosyllabic nouns like jí 'yam' and fí 'food' occur in environment 1 with high tone:

ɨ́kọ̀jí	'to cultivate yams'
ɨ́zụ̍ji	'to buy yams'

The 'object/possessive' pronouns are:

ḿ(ụ́)	'me, my'
ghɨ́	'you (sg.) your (sg.)'
yá	'him (her, etc.), his (hers, its)'
h̃á	'them, their'

[The polysyllabic object and possessive pronouns belong to noun classes.

ànyɨ́	'our' (II)
únù	'your (pl.)' (III)]

The monosyllabic object/possessive pronouns occur in environment 4 after non-low tone with mid tone, that is, they behave tonally like the second syllables of Class I nouns. Thus the monosyllabic pronouns enter into verb-object and modification structures as follows:

ɨ́cọ̍m	'to look for me'	(environment 1)
àcóghɨ̍	'looking for you'	(environment 4)
íkèleyá	'to greet her'	(environment 1)

Class I + Pronoun (environment 4)

íshi + ḿ → íshim̍ 'my head'

Class II + Pronoun

èzhí + ghɨ́ → èzhíghɨ̍ 'your (sg.) compound'

Class III + Pronoun

ʉ́yǫ̀ + yá → ʉ́yɨ̀yá 'his house'

Class IV + Pronoun

àla + h̃á → àláh̃a̍ 'their land'

With ànyɨ́ and únù (Class II + III respectively):

Class I + ànyɨ́

íshia̍nyɨ	'our heads'

Class II

èzhía̍nyɨ	'our compound'

Class III

úyaa̍nyɨ	'our house'

Class IV

àláa̍nyɨ	'our land'

Class I + únù

íshiunù	'your (pl.) heads'

Class II

èzhíunù	'your compound'

Class III

úyòúnù	'your house'

Class IV

àlaúnù	'your land'

Note 7.2 The auxiliary *nà*/*là* and *jè* with the verbal noun:

7.2.1 The verbal noun form of (HL) and (H) class verbs has a high tone on its root preceded by a low tone vowel prefix *e* or *a* and, as a noun of Class II, is subject to the tone shifts noted in 7.1 above: It is frequently used following a form of the same verb when the verb has no (other) object or to emphasize the actuality of the action.

With the verbs so far presented the following infinitive-verbal noun combinations occur. Note that following the infinitive vowel - assimilation does not take place. Drill these examples in class (they do not occur on the tape):

a) Class (H)	ít'e̍ + èt'é	ít'e̍et'e	'to awaken (an awakening)'
	íri̍ + èrí	íri̍eri	'to eat (an eating)'
	ɨ́k'u̩̍ + àk'ú̩	ɨ́k'u̩̍ak'u̩	'to tap (a tapping (wine)'
	ɨ́s̃a̍ + às̃á	ɨ́s̃a̍as̃a	'to wash (a washing)'
	ɨ́ŋu̩̍ + àŋú̩	ɨ́ŋu̩̍aŋu̩	'to drink (a drinking)'
	ɨ́g'u̩̍ + àg'ú̩	ɨ́g'u̩̍ag'u	'to read (a reading)'
	íre̍ + èré	íre̍ere	'to sell (a sale)'
	íku̍ + èkú	íku̍eku	'to dip up (a dipping up)'
	ɨ́kwu̩̍ + àkwú̩	ɨ́kwu̩̍akwu̩	'to pay (a paying)'
b) Class (HL)	ɨ́dɨ̍ + àdɨ́	ɨ́dɨ̍adɨ	'to be (a being)'
	ɨ́co̩̍ + àcó̩	ɨ́co̩̍aco̩	'to want (a wanting)'

ị́ga̍ + àgá	ị́ga̍aga	'to go (a going)'
ị́bya̍ + àbyá	ị́bya̍abya	'to come (a coming)'
ị́ᴊˈe̍ + èᴊˈé	ị́ᴊˈe̍eᴊˈe	'to be en route (a being en route)'
ị́r̃ụ̍ + àr̃ụ́	ị́r̃ụ̍ar̃ụ	'to work (a working)'
ị́yọ̍ + ayọ	ị́yọ̍ayọ	'to return (a returning)'
íde̍ + èdé	íde̍ede	'to write (a writing)'
ị́zụ̍ + àzụ́	ízụ̍azụ	'to purchase (a purchase)'
íshi̍ + èshí	íshi̍eshi	'to cook (a cooking)'
íme̍ + èmé	íme̍eme	'to do (a doing)'
ị́la̍ + àlá	ị́la̍ala	'to go home (a going home)'
ị́mụ̍ + àmụ́	ị́mụ̍amụ	'to give birth (a giving birth)'
ị́nụ̍ + ànụ́	ị́nụ̍anụ	'to hear (a hearing)'
ị́h̃ụ̍ + àh̃ụ́	ị́h̃ụ̍ah̃ụ	'to see (a seeing)'
ị́zụ̍ị + àzụ́ị	ị́zụ̍ịazụị	'to sell to (a selling to)'

Note 7.2.2

Class (L) verbs have two possible tone patterns on their verbal nouns. After the infinitive of the verb either is possible - (ˋˊ) or (ˊˋ). After the auxiliary nà and other auxiliaries taking the verbal noun only the one with ́ ̀ tone pattern occurs. In constructions with one verbal noun following another the first is with pattern ́ ̀, the second with ̀ ́.

Examples

	ị́fụ̀afụ́	'to go out (a going out)'
or	ị́fụ̀áfụ̀	
	ọ́nàáfụ̀ ---	'He is going out ----'
	ọ́nàáfụ̀afụ́	'He is going out (a going out).'

Drill these examples:

Class (L):

ị́fụ̀áfụ̀	or	ị́fụ̀afụ́	'to go out (a going out)'
ị́kọ̀ákọ̀		ị́kọ̀akọ́	'to cultivate (a cultivating)'
ị́vụ̀ávụ̀		ị́vụ̀avụ́	'to dig out (a digging out)'
ị́nọ̀ánọ̀		ị́nọ̀anọ́	'to be at (a being at)'
ízùézù		ízùezú	'to be complete (a being complete)'
ị́yọ̀áyọ̀		ị́yòayọ́	'to sift (a sifting)'
ícèécè		ícèecé	'to think (a thinking)'

Verbs with adverbial suffixes:

	ị́fụ̀taáfụ̀ṭá	or	ị́fụ̀taafụṭá	'to come out (a coming out)'
	ínọ̀dụánọ̀dụ́		ị́nọ̀dụanọdụ́	'to be seated (a being seated)'
(HL)	ị́zụ̍rụazụrụ			'to purchase (a purchasing)'

The auxiliaries nà/là and jè also have verbal noun forms as we noted in the structure:

hỹémne̍e jèaŋụ́	'Thing I presently am accustomed to drink.' (hỹé-m-na̍-e jè-aŋụ́)

Here we see the first form of the verbal noun of class (L): éjè with low tone on its root following the auxiliary nà.[1] This verb phrase signifies present action but not necessarily actually going on at the present moment. It often translates 'about to'.

Examples of the verb phrase with nà and various verbal nouns are:

ánàmaak'ụ́ŋkwụ̍	'I'm about to tap wine.' 'I'll tap wine now.'
ánàmaacọ́ọr̃ụ̍	'I'm about to look for work.' 'I'll look for work now.'

Contrast:

ágàmịị́cọ̍ọr̃u	'I'm going to look for work.'
ácọ̀ghamọọ́r̃ụ	'I'm looking for work' (I've already been looking and still am. I'm in the process of looking.)

As can be seen the difference between the progressive form with -ghe/-gha and the verb phrase with nà is quite subtle and often they are used interchangeably. Actually the progressive form emphasizes the constant or repeated nature of the action while the verb phrase with nà is simply present or presently intended action. Thus one who is en route to the stream to dip water may say:

éj'èmiíku̍mir̃i̍	'I'm en route to dip up (fetch) water.'

One who has been asked to fetch water and is going to do it a little later may say:

ágàmiíku̍mir̃i̍	'I'm going to fetch water.'

One who is about to dip the water but hasn't quite started or who is just starting may say:

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[1] The tone of nà is here shifted (to mid) because it is in an adjective clause. This will be treated in detail later in the course.

ánàmeekúmi̍r̃i[1]	'I'm dipping water.' or 'I'm about to dip water.'

While one who has been dipping for some time and is still doing so may say:

éku̍ghemmir̃i̍	'I'm dipping water.'

The auxiliary jè signifies customary or habitual action. So one whose regular task is to fetch water may say:

éjèmeekúmi̍r̃i[1]	'I fetch water.'

The form with both nà and jè which we have seen is used in subordinate (modifying) clauses.

hỹémne̍e jèekúwụmir̃i̍	'The thing I dip up is water.'
	or
hỹémne̍e jèeméwụiku̍mir̃i̍	'The thing I customarily do is to fetch water'.

When a verbal noun following auxiliaries nà or jè has no other object a second verbal noun may occur as the object. With (L) class verbs this second verbal noun - following 'the same' verb has a low high tone pattern:

ánàmaákòakọ́	'I'm about to plant (a planting).'

This form is usually heard as an answer:

ìlaákọ̍ji̍	'Are you about to plant yams?'
ée ánàmákọ̀akọ́	'Yes, I'm about to plant.'

The occurrence of nà or là is generally conditioned by the presence or absence in the environment of a nasal. Thus in first person nà is universal because of the /m/ of the singular and the /ny/ in ányị̀. In second plural it is conditioned by the /n/ of únù and in third plural by the /h̃/ of h̃à.

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[1] míri̍ is irregular in having a high-mid (Class IA) first tone pattern but a mid-high (Class II) second tone pattern.

Drill 7.1 là/nà auxiliary, plus verbal noun, with practice on the tone patterns of nouns:

a) Class (H)

Key Word	Pattern	
	ánàmeeríazụ̀	'I'm eating fish.'
h̃á	ánàh̃eeríazụ̀	
íre̍akw̃'a	ánàh̃eeréa̍kw̃'a	'They're selling eggs.'
yá	ọ́lèeréa̍kw̃a	
ɨ́g'ụ̍akwụkwọ	ọ́làag'ụ́akwụkwọ[1]	'He is reading.'
Ńd'ụ̀	ńd'ụ̀laag'ụ́akwụkwọ	
ɨ́s̃a̍ji	ńd'ụ̀laas̃áji̍	'Ndụ is washing yams.'
ányɨ̀	ányɨ̀naas̃áji̍	
íku̍mir̃i̍	ányɨ̀neekúmi̍r̃i	'We are fetching water.'
mụ́	ánàmeekúmi̍r̃i	
ɨ́k'ụ̍ŋkwụ	ánàmaak'ụ́ŋkwụ̍	'I am tapping wine.'
yá	ọ́làak'ụ́ŋkwụ̍	
íri̍unèr̃e	ọ́lèeríunèr̃e	'He is eating bananas.'
h̃á	ánàh̃eeríunèr̃e	

b) Question and Affirmative Answer Drills with Class (H) verbs:

Key Word	Pattern	
	ùnuneeríunèr̃e	'Are you (pl.) eating bananas?'
	ée ányɨ̀neeríunèr̃e	

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[1] akwụkwọ has an invariable tone.

	ée ányìneeríunèr̃e	
ghị́	ìleeríunèr̃e	
	ée ánàmeeríunèr̃e	
íre̍ji	ìleeréji̍	'Are you (sg.) selling yams?'
	ée ánàmeeréji̍	
cínyèr̃e	cínyèr̃ọọleeréji̍	
	ée ọ́lèeréji̍	
ị́s̃a̍akwà	cínyèr̃ọọlaas̃áakwà	'Is Chinyere doing the laundry?'
	ée ọ́làas̃áakwà	
únù	ùnunaas̃áakwà	
	ée ányị̀naas̃áakwà	
íku̍mir̃i̍	ùnuneekúmi̍r̃i	'Are you (pl.) fetching water?'
	ée ányị̀neekúmi̍r̃i	
ghị́	ị̀leekúmi̍r̃i	
	ée ánàmeekúmi̍r̃i	

c) Class (HL)

Key Word	Pattern	
	ánàmaagụ́ụmụ̀áhyà	'I'm about to go to Umuahia.'
yá	ọ́làagụ́ụmụ̀áhyà	
íshi̍az̃ụ̀	ọ́lèeshíaz̃ụ̀	'She's cooking fish.'
mụ́	ánàmeeshíaz̃ụ̀	
h̃á	ánàh̃eeshíaz̃ù	
ị́la̍ulò	ánàh̃aalúuyò	'They are about to go home.'

	ánàh̃aalúuyò	
ányɨ̀	ányɨ̀naalúuyò	
mú̩	ánàmaalúuyò	
íde̍nhỹe	ánàmeedénhỹe̍	'I'm writing something.'
yá	ó̩lèedénhỹe̍	

d) Questions and Affirmative Answers (HL):

Key Word	Pattern	
	ùnuneeɹ'éu̩mù̩áhyà	'Are you (pl.) en route to Unuahia?'
	ée ányɨ̀neeɹ'éu̩mù̩áhyà	
íshi̍ažù̩	ùnuneeshíažù	
	ée ányɨ̀neeshíažù̩	
ghɨ́	ɨ̀leeshíažù̩	'Are you cooking fish?'
	ée ánàmeeshíažù̩	
cínyèr̃e	cínyèr̃o̩o̩leeshíažù̩	
	ée ó̩lèeshíažù̩	
íde̍nhỹe	cínyèro̩o̩leedénhỹe̍	'Is Chinyere writing something?'
	ée ó̩lèedénhỹè[1]	
únù	ùnuneedénhỹè	
	ée ányɨ̀needénhỹè	
ɨ́la̍u̩yò̩	ùnunaalú̩u̩yò̩	'Are you (pl.) going home?'
	ée ányɨ̀naalú̩u̩yò̩	

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[1] Mr. Ahaghotu pronounces nhỹe with final low rather than mid tone.

e) Class (L)

Key Word	Pattern	
	ánàmaáfụ̍e̍zhi	'I'm going outside.'
h̃á	ánàh̃aáfụ̍e̍zhi	
ị́vụ̀édè	ánàh̃aávụ̀édè	'They're digging up coco yams.'
ányị̀	ányị̀naávụ̀édè	
ị́nọ̀ŋgáà	ányị̀naánọ̍ŋ̀gáà	'We are (staying) here.'
ńd'ụ̀	ńd'ụ̀laánọ̍ŋ̀gáà	
yá	ọ́làánọ̍ŋ̀gáà	
ị́yọ̀ịgbụ́rụ	ọ́làáyọ̍ị̍gbụrụ	'She is sifting cassava.'
mụ́	ánàmaaáyọ̍ị̍gbụru	
cínyèr̃e	cínyèr̃elaáyọ̍ị̍gbụrụ	
ị́fụ̀ezhí	cínyèr̃elaáfụ̍e̍zhi	'Chinyere is going outside.'
mụ́	ánàmaáfụ̍e̍zhi	

f) Questions and Affirmative Answers Class (L)

Key Word	Pattern	
	ùnunaáfụ̍e̍zhi	'Are you (pl.) going outside?'
	ée ányị̀naáfụ̍e̍zhi	
yá	ọ̀laáfụ̍e̍zhi	
	ée ọ́làáfụ̍e̍zhi	
ị́kọ̀jí	ọ̀laákọ̍ji̍	'Is she planting yams?'
	ée ọ́làákọ̍ji̍	

	ée ọ́làákọ̍ji̍	
cínyèr̃e	cínyèr̃ọọlaákọ̍ji̍	
	ée ọ́làákọ̍ji̍	
ínọ̀ŋgáà	cínyèr̃ọọlaánọ̍ŋ̀gáà	'Is Chinyere (staying) here?'
	ée ọ́làánọ̍ŋ̀gáà	
ghị́	ị̀laánọ̍ŋ̀gáà	
	ée ánàmaánọ̍ŋ̀gáà	
h̃a	ànah̃aánọ̍ŋ̀gáà	
	ée ánàh̃aánọ̍ŋ̀gáà	
ị́fụ̀ezhí	ànah̃aáfụ̍e̍zhi	'Are they going outside?'
	ée ánàh̃aáfụ̍e̍zhi	
únù	ùnunaáfụ̍e̍zhi	
	ée ányị̀naáfụ̍e̍zhi	

g) Compound Verbs and Verbs with Adverbial Suffixes:

Key Word	Pattern	
	ánàmaáfụ̀ţée̍zhi	'I'm coming outside.'
yá	ọ́làáfụ̀ţée̍zhi	
ńd'ụ̀	ńd'ụ̀laáfụ̀ţée̍zhi	
ị́nọ̀dịala	ńd'ụ̀laánọ̀dáàla	'Ndụ is sitting down.'
ányị̀	ányị̀naánọ̀dáàla	
h̃á	ánàh̃aánọ̀dáàla	
ị́zụ̍rụji	ánàh̃aazụ́rụji̍	'They are purchasing yams.'
mụ́	ánàmaazụ́rụji̍	
yá	ọ́làazụ́rụ̍ji̍	

	ọ́làazụ́rụji̍	
ɨ́zụ̍rục'anɨya	ọ́làazụ́rục'ạnɨya̍	'He is buying her out.'
ányɨ̀	ányɨnaazụ́rục'anɨya̍	
ɨ́fụ̀ţeezhí	ányɨ̀náfụ̀ţée̍zhi	'We're coming outside.'
mụ́	ánàmáfụ̀ţée̍zhi	

h) Questions and Affirmative Answers Verbs with Adverbial Suffixes:

Key Word	Pattern	
	ùnunaánọ̀dáàla	'Are you (pl.) sitting down?'
	ée ányɨ̀naánọ̀dáàla	
ghɨ́	ɨ̀laánọ̀dáàla	
	ée ánàmaánọ̀dáàla	
ámaakọ̍	ámaakọ̍ọ̀laánọ̀dáàla	
	ée ọ́làánọ̀dáàla	
ɨ́fụ̀ţeezhí	ámaakọ̍ọ̀laáfụ̀ţée̍zhi	'Is Amako coming outside?'
	ée ọ́làáfụ̀ţée̍zhi	
únù	ùnunaáfụ̀tée̍zhi	
	ée ányɨ̀naáfụ̀ţée̍zhi	
ɨ́zụ̍reedè	ùnunaazụ́reedè	'Are you (pl.) purchasing coco yams?'
	ée ányɨ̀naazụ́reedè	
ghɨ́	ɨ̀laazụ́reedè	
	ée ánàmaazụ́reedè	

Note 7.3 Homonymous Forms

The student has already encountered two different RA forms 1) definite (past) tense and 2) adverbial, and several forms with the segmental form na/la 1) the 'preposition' on, in, at, etc. 2) the conjunction nà/là with low tone meaning 'and' and 3) the auxiliary verb with low tone. There are more to come.

At this point it is well to remind the student that such homonomous forms in English as to, too and two, or we and wee, to mention only two sets, are very seldom ambiguous because of differing grammatical functions. The same applies to the forms cited - and others - in Igbo - and the student's continuing attention to the grammatical structures in which such potentially confusing forms occur will pay off in increased speed of comprehension and of learning.

Unit 8

Pronunciation		Structure
	-A-	
òlée̍ŋ̀ga		òlée̍-ŋ̀ga
ùgbúà/ùgbúò		ùgbú-à
òlée̍ŋ̀gaányịnuugbúò		òlée̍-ŋ̀ga-ányị̀-nọ-ugbú-ò
	-B-	
ányị̀nọnọọlụ́		ányị̀-nọ-na-ọlụ́
	-A-	
èéè		
íru̍		(HL)
èéè ànyịerúweloòwere		èéè ànyị-erúwe-le-òwere
	-B-	
gàla		
ánya		
ọ̀dị́ghị̀ òweregaladịányaŋ̀gáà		
	-A-	
ág'ụụ̍		
íŋwe̍		(H)
íŋwe̍ik'e		(HL) íŋwe̍-ik'e
ị́kwụ̍shi		(H)
ríe		('subsequential' form)

Basic Sentences

Spelling	English
-A-	
ole nga	where? what place?
ugbua	now, this moment
Ole nga anyi nọ ugbua?	Where are we now?
-B-	
Anyi nọ n'Ọrlu.	We are at Orlu.
-A-	
	oh!
iru	to reach
Anyi eruwele Owerri?	Have we begun to reach Owerri?
-B-	
gala	still
anya	far
Ọ dighi, Owerri gala di anya ngaa.	No, Owerri is still far [from] here.
-A-	
aguu	hunger
inwe	to have
inwe ike	to be able (to have strength)
ikwusi	to stop
rie	(and) eat

ág'ụụ̍abyaalam̍ ànyịŋwer̃i- ík'ịịkwụ̍shirienhỹe̍	ág'ụụ̍-abyala-m̍ ànyị- ŋwer̃e-ík'e-ịkwụ̍shi-rie-nhỹe̍

-B-

íh̃u	
líih̃u	lá-ih̃u
ọ́dị̀ḿma̍ ányìgiíri̍r̃inaahyaa̍- dịa̍nyịniih̃u	ányị̀-ga-íri̍-ñ-na-ahya-à- dị́-a̍nyị-na-ih̃u

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Note 8.1 The Negative with Suffix -ghi/-ghị/-ghụ/-ghu

Note the sentences:

àgághị̍mụiri̍yap'enàannọ́ (à-gá-ghị̍-mụ-iré-ya-p'enì-annọ́)

'I'm not going to sell it [for] fourpence.'

ọ̀dị́ghị̀ (ọ̀-dị́-ghị̀) 'No!'

The suffix -ghi/-ghị/-ghụ/-ghu occurs suffixed to the verb stem of a number of verbs - commonly those verbs which occur in a simple form - see note 4.4 - and which refer to states (or are used as auxiliaries). Those verbs, like ị́cọ̍ 'to want', which occur in RA form with present (or 'timeless') meaning, also accept this suffix.

Thus ácọ̀rọm 'I want' contrasts with ácògham 'I am looking for' and, in the first sense, accepts this negative: àcọ́ghịm 'I don't want'. Similarly écèrem 'I think' contrasts with écèghem 'I am thinking' and, in the former sense, has the negative form ècéghìm 'I don't think (so)'.

The tone patterns of this negative are as follows:

1. Pronoun prefixes occur before all negatives with low tone.
2. After all noun subjects, ányị̀, and únù there is a high-tone vowel prefix to the verb.

Aguu abyala m. Anyi nwere ike ikwusi rie ihe?	I'm hungry. ('Hunger has come to me.') Could we stop and eat something?

-B-

ihu	face, front
n'ihu	in front of
Ọ di nma. Anyi ga iri nri n'ahya a di anyi n'ihu	O.K. We're going to eat at this market which is ahead of us.

---

3. The verb is characterized by a tone pattern the same as that of the infinitive - that is ´' with (H) and (HL) verbs and ´` with (L) verbs. This pattern occurs on the verb and the negative suffix after low tone pronoun prefixes and on the vowel prefix and the verb root after noun subjects. Thus with the verb ị́ma̍ (HL) 'to know' the forms are:

àmághi̍mya	'I don't know it.'
ị̀mághi̍ya	'You (sg.) don't know it.'
ọ̀mághị̍ya	'He (she, it) doesn't know it.'
ányịama̍ghịya[1]	'We don't know it.'
únuama̍ghịya[1]	'You (pl.) don't know it.'
àmághị̍h̃ị̀yá	'They don't know it.'
àmághi̍ya	'It is not known.' ('One doesn't know it.')

---

[1] Note that ányị̀ and únù occur here with tone pattern high high (´´).

With an (L) Class verb ị́nọ̀ 'to be at' the forms are:

ànọ́ghị̀mnuúyò	'I'm not at home.'
ị̀nọ́ghị̀nuúyò	'You (sg.) are not at home.'
ọ̀nọ́ghị̀nuúyò	'He (etc.) is not at home.'
ányịanọ̀ghịnuúyò	'We are not at home.'
únuanọ̀ghịnuúyò	'You (pl.) are not at home.'
ànọ́ghị̀ñanuúyò	'They are not at home.'
ànọ́ghị̀nuúyò	'Nobody is at home.'

4. If nothing whatever follows the negative suffix, however, the suffix is always low in tone:

ọ̀dị́ghị̀	'No.'' ('it isn't')
ị̀mághị̀	'You (sg.) don't know.'
ọ̀mághị̀	'He (etc.) doesn't know.'
(contrast àmághị̍m	'I don't know.')

Although some speakers can be heard putting all low tones on ányị̀ and únù - perhaps by analogy with the low-tone pronoun prefixes - the forms given here are the regular and more common forms. In part (b) of the drill which follows, however, the speaker on the tape may be heard saying ànyịácọ̍ghị---------.

Note that negatives with -ghị do not have a vowel suffix and hence provide environment 1 for following noun objects.

Drill 8.1 Drills on the negatives of stative and auxiliary verbs with suffix -ghi/-ghị

a) With ị́ma̍ 'to know' (HL)

Useful Word:

ị́kwu̍ (HL) to say, to speak

Key Words	Pattern	
	àmághi̍mhỹeịcọ̀rọ	'I don't know what he wants.'
yá	ọ̀mághị̍hỹeịcọ̀rọ	
ńd'ụ̀	ńd'ụama̍ghịhỹeịcọ̀ro	
íri̍	ńd'ụama̍ghịhỹeiri̍ri	'Ndu doesn't know what you ate.'
ányị̀	ányịama̍ghịhỹeiri̍ri	
cínyèr̃e	cínyèr̃aáma̍ghihỹeiri̍ri	
ị́zụ̍	cínyèr̃aáma̍ghihỹeịzụ̀rụ	
mụ́	àmághi̍mhỹeịzụ̀rụ	
h̃á	àmághi̍h̃àhỹéịzụ̀rụ	
íkwu̍	àmághị̍h̃àhỹéikwùru	'They don't know what you said.'
yá	ọ̀mághị̍hỹeikwùru	

b) With ị́cọ̍ 'to want' (HL)

Key Words	Pattern	
	àcọ́ghị̍mịịga̍mir̃i̍	'I don't want to go to the water.'
yá	ọ̀cọ́ghị̍ịga̍mir̃i̍	
ǹjọ́k'ụ̍	ǹjọ́k'ụ̍acọ̍ghịịga̍mir̃i̍	
ị́byàŋgáà[1]	ǹjọ́k'ụ̍acọ̍ghịịbyàŋgáà	
h̃á	àcọ́ghị̍h̃àị́byàŋgáà	
cínyèr̃e	cínyèr̃aácọ̍ghịịbyàŋgáà	
ị́h̃ụ̍dọktọ	cínyèr̃aácọ̍ghịịh̃ụ̍dọktọ̀	'Cinyere doesn't want to see the doctor.'

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[1] Before ŋ̀gáà infinitives of H and HL verbs are alternatively heard with low tone.

	cínyèr̃aácọ̍ghịịh̃ụ̍dọktọ̀	
mụ́	àcọ́ghị̍mịịhụ̍dọktọ̀	
ányị̀	ànyịácọ̍ghịịh̃ụ̍dọktọ̀	
íkèleńd'ụ̀	ànyịácọ̍ghiikèleńd'ụ̀	'We don't want to greet Ndu.'
yá	ọ̀cọ́ghi̍ikèleńd'ụ̀	
íshi̍ji	ọ̀cọ́ghi̍ishi̍ji	'She doesn't want to cook chicken.'
mụ́	àcọ́ghị̍miishi̍ji	

c) With íŋwe̍ 'to have' (H)

Key Word	Pattern	
	èŋwéghi̍muunèr̃e	'I don't have bananas.'
yá	ọ̀ŋwéghu̍unèr̃e	
ányị̀	ányịeŋwe̍ghuunèr̃e	
àkw̃'á	ányịeŋwe̍ghaakw̃'a	
ńd'ụ̀	ńd'ụ̀éŋwe̍ghaakw̃'a	
ụ́yọ̀	ńd'ụ̀éŋwe̍ghụụyọ̀	'Ndu doesn't have a house.'
h̃á	èŋwéghi̍h̃ụ̀ụ́yọ̀	
áz̃ụ̀	èŋwéghi̍h̃àáz̃ụ̀	'They don't have fish.'
pọ́sọ̀ọ́fìs	èŋwéghi̍h̃àpọ́sọ̀ọ́fìs	'They don't have [a] postoffice.'
ńdịọ̍lụ	ńdịo̍lụeŋwe̍ghi̍pọsọ̀ọ́fị̀s	
ánụ	ńdịo̍lụeŋwe̍ghaanụ	
ghị́	ị̀ŋwéghi̍anụ	
mụ́	èŋwéghi̍maanụ	

d) With ɨ́wụ̍ 'to be' (H)

Key Word	Pattern	
	àwụ́ghɨ̍moonyoòwere	'I'm not an Owerri person.'
yá	ọ̀wụ́gho̍onyoowère	
cínyèr̃e	cínyèr̃aáwụ̍ghoonyoòwere	
h̃á	àwụ́ghɨ̍h̃àńdoòwere	'They are not Owerri people.'
àbá	àwụ́ghɨ̍h̃àńdaa̍ba	'They are not Aba people.'
ányɨ̀	ányɨawụ̍ghɨndaa̍ba	
àmérìka	ányɨawụ̍ghɨndaa̍merìkà	'We are not Americans.'
únù	únuawụ̍ghɨndaa̍merìkà	
mụ́	àwụ́ghi̍moonyaa̍merìkà	
òwere	àwụ́ghɨ̍moonyoòwere	

e) With ɨ́nọ̀ 'to be at'

Key Word	Pattern	
	ọ̀nọ́ghụ̀lúuyò	'He's not at home.'
mụ́	ànọ́ghɨ̀mnúuyò	
Ǹjọ́k'ụ̍	ǹjọ́k'ụ̍anọ̀ghɨlúuyò	
lá-ahya	ǹjộk'ụ̍anọ̀ghɨláahya	'Njoku is not at market.'
ányɨ̀	ányɨanọ̀ghɨláahya	
h̃á	ànọ́ghɨ̀h̃anáahya	
làskúùl[1]	ànọ́ghɨ̀h̃anaskụ́ùl	'They aren't at school.'
únù	únuanọ̀ghɨláskuùl	

	únuanọ̀ghịláskuùl
ghị́	ị̀nọ́ghị̀láskuùl

f) Questions with Negative answers:

Key Word	Question	Answer (following ọ̀dị́ghị̀ or m ? m)
	ị̀mahỹọ́ọcọ̀rọ	àmághịmhỹọọcọ̀rọ
íŋwe̍	ị̀ŋwér̃ehỹọọcọ̀rọ	èŋwéghi̍mhỹọọcọ̀rọ
únù	ùnuŋwér̃ehỹọọcọ̀rọ	ányieŋwe̍ghihỹọọcọ̀rọ
áz̃ù	ùnuŋwér̃aaz̃ụ̀	ányieŋwe̍ghaaz̃ụ̀
yá	òŋwér̃aaz̃ụ̀	òŋwégha̍az̃ụ̀
ị́wụ̍	ọ̀wụ́az̃ụ̀	ọ̀wụ́gha̍az̃ụ̀
ónyoòwere	ọ̀wụ́onyoòwere	ọ̀wụ́gho̍onyoòwere
cínyèr̃e	cínyèr̃eọwụ́onyoòwere	ọ̀wụ́gho̍onyoòwere
dọ́ktọ̀	cínyèr̃eọwụ́dọktọ̀	ọ̀wụ́ghụ̍dọktọ̀

Drill 8.2 Negatives of Verb Phrases with nà/là, gà and jè

1. Class (H) verbs:

a)

Key Word	Pattern	
	ànághị̀meeríaz̃ụ̀	'I don't eat fish.'
ányị̀	ányịanàgheeríaz̃ụ̀	
íre̍akw̃'a	ányịanàgheeréa̍kw̃'a	'We don't sell eggs.'
h̃á	ànághị̀h̃eeréa̍kw̃'a	
yá	ọ̀nághèeréa̍kw̃'a	
ị́g'ụ̍akwụkwọ	ọ̀nághàag'ụ́akwụkwọ	'He doesn't read.'
ńd'ụ̀	ńd'ụ̀ánàghaag'ụ́akwụkwọ	

	ńd'ụ̀ánàghaag'ụ́akwụkwọ	
íku̍mir̃i̍	ńd'ụ̀ánàgheekúmi̍r̃i	'Ndu isn't fetching water.'
mụ́	ànághìmeekúmi̍r̃i	
íri̍az̃ụ̀	ànághìmeeríaz̃ụ̀	

b) Questions and Negative Answers:

Key Word	Pattern	
	ùnuneeríaz̃ụ̀	
	ọ̀dị́ghị̀ ányịanàgheeríaz̃ụ̀	
h̃á	ànah̃eeríaz̃ụ̀	
	ọ̀dị́ghị̀ ànághị̀h̃eeríaz̃ụ̀	
ị́k'ụ̍ŋkwụ	ànah̃aak'ụ́ŋkwụ̍	'Are they about to tap wine?'
	ọ̀dị́ghị̀ ànághị̀h̃aak'ụ́ŋkwụ̍	
ghị́	ị̀laak'ụ́ŋkwụ̍	
	ọ̀dị́ghị̀ ànághị̀maak'ụ́ŋkwụ̍	
ị́ŋụ̍mir̃i̍	ị̀laaŋụ́mi̍r̃i	'Are you drinking water?'
	ọ̀dị́ghị̀ ànághị̀maaŋụ́mi̍r̃i	
cínyèr̃e	cínyèr̃eọlaaŋụ́mi̍r̃i	
	ọ̀dị́ghị̀ ọnághàaŋụ́mi̍r̃i	
ị́s̃ạ̍akwà	cínyèr̃e ọlaas̃áakwà	
	ọ̀dị́ghị̀ ọnághàas̃áakwà	
únù	ùnunaas̃áakwà	
	ọ̀dị́ghị̀ ányianàghaas̃áakwà	
íri̍az̃ụ̀	ùnuneeríaz̃ụ̀	
	ọ̀dị́ghì ányịanàgheeríaz̃ụ̀	

2. Class (HL)

a)

Key Word	Pattern	
	ànághìmaagáumùáhyà	'I don't go to Unuahıa.'
ǹȷọ́k'ụ̍	ǹȷók'ụ̍anàghaagáumùáhyà	
ɨ́r̃ụ̍ọr̃ụ	ǹȷók'ụ̍anàghaar̃ụọ́r̃ụ̍	'Nȷoku doesn't work.'
ányɨ̀	ányɨanàghaar̃ụ́ọr̃ụ̍	
ɨ́bya̍ahya	ányɨanàghaabyáahya̍	'We don't come to market.'
h̃á	ànághɨ̀h̃aabyáahya̍	
ɨ́la̍uyò	ànághɨ̀h̃aalúuyò	'They don't go home.'
mụ́	ànághɨ̀maalúuyò	
ɨ́gạ̍umùáhyà	ànághɨ̀muagáumùáhyà	'I don't go to Unuahıa.'

b) Questıons and Negatıve Answers:

Key Word	Pattern	
	ɨ̀neeȷ'áahya̍	'Are you off to market?'
	ḿʔm̀ ànághìmeeȷ'éahya̍	
ámaakọ̍	ámaakọ̍ọ̀leeȷ'áahya̍	
	ḿʔm̀ ọ̀nághèeȷ'áahya̍	
ɨ́r̃ụ̍ọr̃ụ	ámaakọ̍ọ̀naar̃ụ́ọr̃ụ̍	
	ḿʔm̀ ọ̀nághàar̃ụ́ọr̃ụ̍	
únù	ùnunaar̃ụ́ọ̃r̃ụ̍	
	ḿʔm̀ ányaanàghaar̃ụ́ọ̃r̃ụ̍	
ɨ́la̍uyò	ùnunaalúuyò	
	ḿʔm̀ ányaanàghaalúuyò	

	ḿ?m̀ ányaanàghaalúuyò	
h̃á	ànah̃aalúuyò	
	ḿ?m̀ ànághị̍h̃àalúuyò	

3. Class (L) Verbs:

a)

Key Word	Pattern	
	ọ̀lághàáyọ̍ị̍gbụrụ	'She doesn't sift cassava.'
mụ́	ànághị̀maáyọ̍ị̍gbụrụ	
ị́zàezhí	ànághị̀maáze̍e̍zhı	'I don't sweep the compound.'
cínyèr̃e	cínyèr̃aánàghaáze̍e̍zhí	
ị́kọ̀jí	cínyèr̃aánàghaákọ̍ji̍	'Cınyere doesn't cultıvate yams.'
h̃á	ànághị̀h̃aákọ̍ji̍	
édè	ànághị̀h̃aákọ̀édè	'They don't cultıvate coco yams.'
ányị̀	ányaanàghaákọ̀édè	
ị́vụ̀	ányaanàghaávụ̀édè	'We don't dıg out coco yams.'
ámaakọ̍	ámaakọ̍anàghaávụ̀édè	

b) Questıons and Negatıve Answers:

Key Word	Pattern
	ị̀laákọ̀édè
	ànághị̀maákọ̀édè
únù	ununàákọ̀édè
	ọ̀dị́ghị̀ ányaanàghaákọ̀édè
ị́yọ̀ịgbụ́rụ	ùnunaáyọ̍ị̍gbụrụ

	ùnunaáyǫ̍ɨ̍gbʉrʉ
	ǫ̀dɨ́ghɨ̀ ányaanàghaáyǫ̍ɨ̍gbʉ́rʉ
yá	ǫ̀laáyǫ̍ɨ̍gbʉrʉ
	ǫ̀dɨ́ghɨ̀ ǫ̀hághàáyǫ̍ɨ̍gbʉ́rʉ
ɨ́fʉ̀ezhí	ǫ̀laáfʉ̍e̍zhɨ
	ǫ̀dɨ́ghɨ̀ ǫ̀nághàáfʉ̍e̍zhɨ
ghɨ́	ɨ̀laáfʉ̍e̍zhı
	ǫ̀dɨ́ghɨ̀ ànághɨ̀maáfʉ̍e̍zhı

Supplemental Vocabulary - The following words will occur from time to time in drills in subsequent units and may be learned at this point and used by the instructor in supplementing the published drills.

bèkéè	-	Caucasian
ŋwábèkéè	-	white man
dí	-	husband
íkpe	-	judgement, proper name (male)
í̩mù̩	-	to learn, to study
ńnà	-	father
ókwu	-	talk, speech
cídì̩	-	'God is' - proper name (male)

Unit 9

Pronunciation		Structure
	-A-	
òlée̍bịịnòéci		òlée̍-ebe-ị-nọ̀-éci
	-B-	
ánọ̀mnáahya		
	-A-	
m̀me/m̀gbe/mà		
ị́ha̍fụ̀		(H + L - compound verb)
òlée̍m̀miíjìháfụ̀		òlée̍-m̀me-í-jì-háfụ̀
	-B-	
êlekere		
áha̍fụ̀rumléelekeraa̍t̩ọ		á-ha̍fụ̀rụ-m-lá-elekere-a̍t̩ọ
	-A-	
òlée̍hỹiimèghéláahya		òlée̍-hỹe-i-mèghe-lá-ahya
	-B-	
ázụ̀ghamńhỹe		á-zụ̀gha-m-ńhỹe
	-A-	
òlée̍hỹịịzụ̀rụ		òlée̍-hỹe-ị-zụ̀rụ
	-B-	
ákwụkwọr̃i̍		ákwụkwọ-r̃i̍
tòmátò		

Basic Sentences

Spelling		English
	-A-	
Ole ebe i nọ eci?		Where were you yesterday?
	-B-	
Anọ m n'ahia.		I was at the market.
	-A-	
mgbe		time
ihafu		to leave, to depart, to desert
Ole mgbe i ji hafu?		When did you leave? ('What time you use and leave?')
	-B-	
elekere		hour (of the clock)
Ahafuru m n'elekere atọ.		I left at three o'clock.
	-A-	
Ole ihe i meghe n'ahia?		What were you doing in market?
	-B-	
Azugha m ihe.		I was buying things.
	-A-	
Ole ihe i zuru?		What did you buy?
	-B-	
akwukwọ nri		vegetables (leafy)
tomato		tomatoes

élìli

ázụ̀rụmaákwụkwọr̃i̍

làáz̃ụ̀ làánụ làtomátò

lèélìli

-A-

ị́kpụ̍

ọ́b'ỹàã

ị̀laakpụ́ob'ỹàã   ị̀-la-akpụ́-ob'ỹàã

-B-

ọ́gọ̀

-duo   (adverbial suffix for incipient action)

ị́bya̍duo   (HL) ị́bya̍-duo

ée ńdọọgọ̀ḿbyàduo

-A-

íkèle   (L)

ọ́dị̀ḿma̍ kèlénih̃a̍màh̃ábya   kèléni-h̃a̍-m̀me-h̃á-bya

Note 9.1 The Imperative

The Igbo verb occurs in a number of forms characterized by a high-toned vowel suffix, harmonically determined as follows:

After:		The Vowel is:
i	e	e
ị	a	a
u	o	o
ụ	ọ	ọ

elili	melon, melon seeds
Azuru m akwukwọ nri, na azu, na anu, na tomato, na elili.	I bought vegetables, fish, meat, tomatoes and melons.

-A-

ikpu	to entertain
ọbia	guest
Ila akpu ọbia?	Are you entertaining guests?

-B-

ọgọ	relative in law
-duo	-to be about to ---
ibiaduo	to be coming
E, ndi ọgọm biaduo.	Yes, my in-laws are coming.

-A-

ikele	to greet
Ọ dị nma, keleni ha ma ha bia.	Fine. Greet them (for me) when they come.

This suffix occurred in the perfect forms introduced as greetings in units 1 - 3. It occurs also as a suffix to the imperative form as in the sentence:

j'òót'uọma (j'èé-ot'u-ọma) 'Goodbye'

Verbs in the imperative have the root tone characteristic of the RA form - low for classes (HL) and (L) and high for class (H) - followed by the high tone suffix. Examples:

(H)	t'ée	'Wake up!'
	ríe	'Eat!'
	rée	'Sell!'
	k'ú̩o̩	'Tap (wine)!'
	kúo	'Dip up!'
	s̃áã	'Wash!'
	ŋú̩õ̩	'Drink!'
	rú̩õ̩	'Work!'
	g'ú̩o̩	'Read!'
	ŋwéẽ	'Have!'
(HL)	cò̩ó̩	'Search!'
	j'èé	'Go!'
	dèé	'Write!'
	zù̩ó̩	'Buy!'
	shìé	'Cook!'
	mèé	'Do!'
(L)	fù̩ó̩	'Go out!'
	kò̩ó̩	'Cultivate!'
	vù̩ó̩	'Did out!'
	yò̩ó̩	'Sift!'
	zàá	'Sweep!'

Verb stems which consist of root plus adverbial suffix do not exhibit the vowel suffix. Instead the adverbial suffix itself occurs with high tone:

fù̩t̩ée̍zhi	(fù̩t̩á + èzhí)	'Come outside!'
zù̩rú̩m̍uunèr̃e	(zù̩rú̩ + m̍u̩ + unèr̃e)	'Buy bananas for me.'

Certain verbs do not accept the vowel suffix.[1] (HL) and (L) verbs of this group occur in the imperative as root alone with low root tone before high tone initial nouns (Class I or III) and with high root tone when not followed by a noun or when followed by a noun with initial low tone (Class II or IV):

h̃ụ̀dọ́ktọ̀	'See the doctor!'
h̃ụ́n̍jọkụ̍	'See Njọkụ!' (h̃ụ́ + ŋ̀jọ́kụ̍)
h̃ụ̀ńd'ụ̀	'See Ndu!'
yùúyò	'Return to the house!' (yọ̀-úyò)
yọ́àla	'Come down!'
gá!	'Go!'
gàáhya̍	'Go to market!'

Certain verbs occur either with or without the suffix - the form without the suffix being a more abrupt imperative:

byá byá	'Come! Come!'
byàá	'Come (please)!'
gàáhya̍	'Go to market!'
gàáahya̍	'Go to market (please)!'

With a consonant-initial object the second form is preferred:

byàáŋgáà	'Come here!'

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[1] Verbs of this group which have occurred to date are: ɨ́nụ̍ 'to hear', ɨ́h̃ụ̍ 'to see', ɨ́dɨ̍ 'to be', ɨ́yọ̍ 'to return', ínye̍ 'to give', íji̍ 'to hold', ɨ́la̍/ɨ́na̍ (auxiliary for present action).

Others in this group include:

ɨ́gwa̍	'to tell' (HL)	ɨ́ka̍	'to surpass' (H)
íkwe̍	'to agree, to approve' (HL)	ɨ́za̍	'to answer' (H)

Another verb of this type is ị́b'à 'to go in' (L) :

b'ée̍zhi 'Enter the yard.' (b'á-e̍zhi)

b'àáŋ̀gáà 'Go in here!'

b'ùúyò 'Go in the house!' (b'à-úyò)

(H) verbs of the type which do not accept the vowel suffix occur with high root tone with all objects:

zám̍ 'Answer me!'

zán̍jọkụ̍ 'Answer Njọkụ!' (zá + ǹjọ́kụ̍)

If the imperative is addressed to more than one person the suffix form, -nị̀/-nì, of the second person plural pronoun, únù, occurs suffixed to the imperative. As this form is low in tone all imperatives are high-toned before it:

(H)	ríenìfí	'(You plural) eat!'
(HL)	shìénìfí	'(You plural) cook food!'
(L)	fụ̀ọ́nèezhí	'(You plural) go outside!'

Verbs without vowel suffix:

(H)	nyénìcéènj	'(You plural) give change!'
(HL)	byánị̀ŋgáà	'(You plural) come here!'
(L)	b'ánùúyò	'(You plural) go in the house!'

With Adverbial suffixes:

fụ̀ṭánèezhí	'(You plural) come outside!'
kèlénìhã́	'(You plural) greet them!'

(Contrast: kèlénihã 'Greet them then!')

Drill 9.1 The imperative:

Key Word		Pattern
	shìér̃i̍	'Cook food!'
ị́kwụ̍	kwụ́ọr̃i̍	'Pay food (not money).'
íri̍	ríer̃i̍	'Eat!'
édè	ríeedè	'Eat coco yams!'
àkw̃'á	ríea̍kw̃'a	'Eat eggs!'
ị́g'ụ̍	g'ụ́aa̍kw̃'a	'Count eggs!'
ŋ́kwụ	g'ụ́ọŋkwụ̍	'Count palms!'
íre̍	réeŋkwụ̍	'Sell palms!'
ḿmịị	réemmị̀ị̃	'Sell wine!'
ị̀gbụ́rụ	réịị̍gbụrụ	'Sell cassava!'
íji̍	jíi̍gbụrụ	'Use cassava!'
ị́vụ̀	vụ̀ị́ị̍gbụrụ	'Dig up cassava!'
ị́yọ̀	yụ̀ị́ị̍gbụrụ	'Sift cassava!'
ị́zụ̍rụ	zụ̀rụ́ị̍gbụrụ	'Purchase cassava!'
ànnọ́	zụ̀rụ́a̍nnọ	'Purchase four!'
ìšhíì	zụ̀ríi̍shiì	'Buy six!'
ótù	zụ̀róotù	'Buy one!'
únèr̃e	zụ̀rúunèr̃e	'Buy bananas!'
àbá	zụ̀ráa̍ba	'[Go] buy Aba [if you're all that rich]!'
ị́nọ̀r̃ọ	nọ̀r̃áa̍ba	'Stay at Aba!'
àméri̍kà	nọ̀r̃áa̍meri̍kà	'Stay in America!'

Note 9.2 Environment 2 of nouns:

A noun following suffixed forms of the verb is in environment 2 (see Note 7.1). In this environment, first object position following forms of the verb requiring the vowel suffix where possible, nouns have the same tone patterns as in environment 4 (modifier).

Class I nouns have their second tone pattern -

high mid (´̍) gàáhya̍ 'Go to market!'

Class II nouns have their second tone pattern -

mid high (̍´) fụ̀ṭée̍zhi 'Come outside!'

Class III nouns have their first tone pattern -

high low (´`) zàúuyò 'Sweep the house!'

Class IV nouns have their first tone pattern -

low low (``) yọ́àla 'Come down!'

Note 9.3 The Subsequential Form of the Verb

ị́kwụ̍shirienhỹe̍ 'to stop and eat something'

The underlined suffixed verb form, the subsequential form, occurs when the verb in question devotes the second or a subsequent action in a series performed by the same actor. The form consists of the verb root with the tone of the verb's infinitive (high for (H) and (HL) verbs, low for (L) verbs) plus the high-toned vowel suffix. Thus this form is identical with the imperative of (H) and (L) verbs but different in tone with (HL) verbs. For (HL) verbs the following examples illustrate the contrast:

Imperative		Subsequential	
cọ̀ọ́	'Search!'	----cọ́ọ	'--and look for'
zụ̀ọ́	'Buy!'	----zụ́ọ	'--and buy'

Verbs which do not accept the vowel suffix or have it alternatively in the imperative do not have the vowel suffix here and have the root tone of the infinitive:

(HL)	hụ̀dọ́ktọ̀	'See the doctor!'	--hụ́dọktọ̀	'--and see the doctor'
	byàáŋ̀gáà	'Come here!'	--byáŋ̀gáà	'--and come here'

The subsequential form is itself timeless - taking its time from the preceding finite verb:

ọ́byàra h̃ụ́dọktọ̀	'He came and saw the doctor.'
ọ́gɨ̀ɨ́bya̍ h̃ụ́dọktọ̀	'He's going to come and see the doctor.'

The subsequential form does not occur following the 'progressive' with -gha/-ghe.

Examples of the use of the Subsequential Form:

Class (H) -

ọ́nọ̀dụrụŋụ́ọmi̍r̃i	'He stayed and drank water.'
ányìgɨɨ́nọ̀dụŋụ́ọm̀mɨɨ̃	'We are going to stay and drink palm wine.'
ágàhɨɨ́fụ̀kúomi̍r̃i	'They are going to go out and fetch water.'

Class (HL) -

ọ́gàrazụ́ọahya̍	'He went and made purchases.'
ábyàrahụ́dọktọ̀	'Someone came and saw the doctor.'
ọ́hụ̀rụdọ́ktọ̀dɨ́mma̍	'He saw the doctor and got well.'
ọ́byàrahụ́n̍jọkụ̍	'He came and saw Njoku.'

Class (L) -

cínyèr̃egɨɨ́bya̍kèláa̍nyi	'Cinyere is going to come and greet us.'

Polysyllabic Verbs -

ńd'ụ̀t'érefụ̀ṭá	'Ndu got up and came out.'
ọ́gị̀ị́ga̍ahyazụrụhỹe̍	'She is going to go to market and buy things.'

Examples which have occurred in dialogues to date:

ànyiŋwer̃iík'eịkwụ̍shiriehỹe̍	'Could we stop and eat something?'
òlée̍m̀miíjìháfụ̀	'What time did you (use and) leave?'

Drill 9.2 The Subsequential Form

Key Word		Pattern
	ót'e̍rezụrụhỹe̍	'He woke up and bought something.'
ŋ́kwụ	ót'e̍rezụrụŋkwụ̍	'He woke up and bought palms.'
ị́k'ụ̍	ót'e̍rekụọŋkwụ̍	'He woke up and tapped palm wine.'
ŋ̀ŋwám̍	ŋ̀ŋwám̍t'erekụọŋkwụ̍	'My child woke up and tapped wine.'
ńd'ụ̀	ńd'ụ̀t'érekụọŋkwụ̍	'Ndu woke up and tapped wine.'
íshi̍	ńd'ụ̀t'éreshieŋkwụ̍	'Ndu woke up and cooked palm fruit.'
àkw̃'á	ńd'ụ̀t'éreshiea̍kw̃'a	'Ndu woke up and cooked eggs.'
ányị̀	ányị̀t'éreshiaa̍kw̃'a	'We woke up and cooked eggs.'
íri̍	ányị̀t'éreriaa̍kw̃'a	'We woke up and ate eggs.'
ị́la̍	ányị̀lararíaa̍kw̃'a	'We went home and ate eggs.'
íre̍	ányị̀lararéaa̍kw̃'a	'We went home and sold eggs.'

	ányị̀lararéaa̍kw̃'a	
h̃á	álàrah̃aréaa̍kw̃'a	'They went home and sold eggs.'
r̃í	álàrah̃aréer̃i̍	'They went home and sold food.'
èzhí	álàrah̃aréee̍zhi	'They went home and sold [their] homestead.'
ị́bya̍	ábyàraharéee̍zhi	'They came [home] and sold [their] homestead.'
ị́zà	ábyàrah̃azàée̍zhi	'They came [home] and swept [their] compound.'
ényì	ényìbyarazàée̍zhi	'[My] friend came and swept [the] compound.'
ị́nọ̀	ényìnọr̃ọzàée̍zhi	'[My] friend stayed and swept the compound.'
ị́g'ụ̍	ényị̀nọr̃ọg'ụ́ee̍zhi	'[My] friend stayed and counted the homesteads.'
ég'o	ényìnọr̃ọg'ụ́eeg'o̍	'[My] friend stayed and counted the money.'
ị́yọ̍	ényìyọrọg'ụ́eeg'o̍	'[My] friend returned and counted the money.'
mụ́	áyọ̀rọmg'ụ́eeg'o̍	'I returned and counted the money.'
ị́kwụ̍	áyọ̀rọmkwụ́eeg'o̍	'I returned and paid the money.'
ị́fụ̀t̩a	áfụ̀t̩aramkwụ́eeg'o̍	'I came out and paid the money.'
ị́nọ̀dụ	ánọ̀dụrụmkwụ́eeg'o̍	'I sat down and paid the money.'

Note 9.4 Second clauses with the same subject with the auxiliary là/nà:

ọ́làagáahya̍ láàzụ́az̃ụ̀ 'He goes to market and buys fish.'

In this example the auxiliary verb ị́la̍/ị́na̍ (HL) occurs in the first clause in its simple form with low tone, and in the second in its subsequential form (it does not accept a vowel suffix) with high tone. The verbal noun, here àzụ́, does *not* have the characteristic tone of environment 2 but rather tone pattern 1 (`´) after this auxiliary.

Drill 9.3 ị́la̍ in both clauses; jè in first clause lá/ná in the second

Key Word	Pattern	
	ị́làagáahya̍ láàzụ́az̃ụ̀	'You go to market and buy fish.'
yá	ọ́*là*agáahya̍ láàzụ́az̃ụ̀	
íje̍	*ó*jàagáahya̍ láàzụ́az̃ụ̀[1]	'He goes to market and buys fish.'
ányị̀	ányị̀jaagá*ahya̍* láàzúaz̃ụ̀[1]	
òwere	ányị̀jaagóòwere lá*àzụ́az̃ụ̀*[1]	
ị́zụ̍ţagàrị́	ányị̀jaagóòwere láàzụ́ţa*gàrị́*[1]	'We go to Owerri and purchase gari.'
ńhỹe	ányị̀ja*agó*òwere láàzụ́ţanhỹe̍[1]	'We go to Owerri and buy things.'
ị́bya̍	ányị̀*ja*abyóòwere láàzụ́ţanhỹe̍	'We come to Owerri and buy things.'
là	ányị̀naabyóòwere lá*àzụ́ţanhỹe̍*	'We come to Owerri and buy things.'

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[1] Note that *lá-/ná-* normally occurs in the second clause after first clauses with *jè* is well as those with ị́la̍.

	ányɨ̀naabyóòwere láàzú̩t̩anhỹe̍	
ɨ́h̃u̩̍n̍nem	ányɨ̀naabyóòwere láàh̃ú̩n̍nem	'We come to Owerrı and see my mother.'
ŋwán̍nemŋwaànyɨ	ŋwán̍nemŋwaànyɨnàabyóowere láàhú̩n̍nem	'My sıster comes to Owerrı and sees my mother.'
àbá	ŋwán̍nemŋwaànyɨnaabyáa̍ba láàhú̩n̍nem	
íre̍akw̃'a	ŋwán̍nemŋwaànyɨnaabyáa̍ba léèráa̍kw̃'a	'My sıster comes to Aba and sells eggs.'
ŋwíỹe̍ya	ŋwíỹe̍yanàabyáa̍ba léèráa̍kw̃'a	'Hıs wıfe comes to Aba and sells eggs.'
ɨ́nǫ̀núuyò	ŋwíỹe̍yanàánǫ̀núuyò léèráa̍kw̃'a	'Hıs wıfe stays at home and sells eggs.'
ɨ́zèezhí	ŋwíỹe̍yanàánǫ̀núuyò láaze̍e̍zhı	'Hıs wıfe stays at home and sweeps the yard.'
h̃á	ánàh̃aánǫ̀núuyò láaze̍e̍zhı	'They stay home and sweep the yard.'
íȷı̍mır̃ı̍	ánàh̃eeȷímır̃ı̍ láaze̍e̍zhı	'They use water and [to] sweep the yard.'
íshı̍ofe	ánàheeȷímır̃ı̍ léèshíofe̍	'They use water and [to] cook soup.'
ánu̩ǫ̍ku̩kǫ̀	ánàh̃eeȷíanu̩ǫ̍ku̩kǫ̀ léèshíofe̍	'They use chıcken meat and [to] cook soup.'

Note 9.5 Second clauses with suffix -gha/-ghe 'progressive' or 'iterative' form:

ọ́gàghaáhya àzụ́ghaaz̃ụ̀ 'He is going (over and over) to market and buying fish.'

In this example the second clause contains the verbal noun with suffix -gha. This form occurs instead of the subsequential form after first clauses with the 'progressive' or 'iterative' form.

Drill 9.4 Progressive - Iterative forms in both clauses

Key Word	Pattern	
	ọ́gàghaáhya àzụ́ghaaz̃ụ̀	'He is going to market [and] buying fish.'
íwèţa	ọ́gàghaáhya éwèţághaaz̃ụ̀	'He is going to market [and] bringing [back] fish.'
íyi	ọ́gàghiíyi éwèţághaaz̃ụ̀	'He is going to [the] river [and] bringing [back] fish.'
íkúţemi̍r̃i	ọ́gàghiíyi èkúţeghemi̍r̃i	'He is going to [the] river [and] fetching water.'
ányị̀	ányị̀gaghiíyi èkúţeghemi̍r̃i	'We are going to [the] river [and] fetching water.'
ị́r̃ụ̍ọ̃r̃ụ	ányị̀gaghiíyi àr̃ụ́ghọọ̃r̃ụ̍	'We are going to [the] river [and] working.'
ị̀kọ́ţeekpèné	ányị̀gaghịịkọ́ţeekpèné àr̃ụ́ghọọ̃r̃ụ̍	'We are going to Ikot Ekpene [and] working.'
ị́nọ̀	ányị̀nọghịịkọ́ţeekpèné àr̃ụ́ghọọ̃r̃ụ̍	'We are staying in Ikot Ekpene [and] working.'
ị́cọ̍	ányị̀nọghịịkọ́ţeekpèné àcọ́ghọọ̃r̃ụ̍	'We are staying in Ikot Ekpene [and] cooking for work.'

	ányị̀nọghịịkọ́ṭeekpèné àcọ́ghọọ̃rụ̍	
léygọ̀s(ị) [Lagos]	ányị̀nọghaléygọ̀s àcọ́ghọọ̃ru̍	'We are staying in Lagos [and] looking for work.'
ńdaa̍ba	ńdaa̍banọ̀ghaléygòs àcọ́ghoọ̃rụ̍	'The Aba people are staying in Lagos looking for work.'
ị́bya̍	ńdaa̍babyàghaléygòs àcọ́ghọọ̃rụ̍	'The Aba people are coming to Lagos [and] looking for work.'
ị́zụ̍ahya	ńdaa̍babyàghaléygòs àzụ́ghaahya̍	'The Aba people are coming to Lagos [and] shopping.'
íru̍	ńdaa̍barùgheléygòs àzụ́ghaahya̍	'The Aba people are getting to Lagos [and] shopping.'
yá	órùgheléygòs àzụ́ghaahya̍	'He is getting to Lagos [and] shopping.'
ị́cọ̍eg'o	órùgheléygòs àcọ́ghee'go̍	'He is getting to Lagos [and] needing money.'
mụ́	érùghemléygòs àcọ́gheeg'o̍	'I'm arriving in Lagos [and] needing money.'
íga̍	ágàghamléygòs àcọ́gheeg'o̍	'I'm going to Lagos [and] looking for money.'
ị́mụ̀ákwụkwọ	ágàghamléygòs ámụ̀gháakwụkwọ	'I'm going to Lagos [and] studying.
skúùl	ágàghamskúùl ámụ̀gháakwụkwọ	'I'm going to school and studying.
h̃á	ágàghah̃askúùl ámụ̀gháakwụkwọ	'They're going to school [and] studying.'

Note 9.6 íji̍ 'to use' as an indicator of means

Note the sentence:

òlée̍mmìíjiháfụ̀ 'When did you leave?' (What time did you use and leave?)

The verb íji̍ (HL) is employed widely as an indicator of means or instrument employed to perform an action. It is followed by the subsequential form of the verb (see note 9.1) with a recent past time meaning:

òlóo̍t'uijìgá 'How (what manner) did you (use and) go?'

òlée̍hỹiijìméeya̍ 'What did you use to make ('and made') it?'

This verb also occurs as auxiliary followed by the verbal noun - in this respect parallel to nà and jè - the time being imminent future:

òlóo̍t'uijìáza̍e̍zhi 'What means are you going to employ to sweep the compound?'

The verbal noun inflected with high toned suffix -ghá/-ghé occurs after auxiliary íji̍ with an immediate present significance:

òlóo̍t'uijìázàghée̍zhi 'How are you sweeping the compound?'

Drill 9.5 íji̍ with subsequential verb forms:

Key Word	Pattern	
	ójìákadeaakwụkwọ	'He wrote books by hand.'
ànnọ́	ójìákadeaa̍nnọ	'He wrote four by hand.'
ɨ́vụ̀	ójìákavụ̀áa̍nnọ	'He dug out four by hand.'
ákɨya̍	ójìákɨya̍vụ̀áa̍nnọ	'He dug out four by himself.'
ɨ́zụ̍	ójìákɨya̍zụaa̍nnọ	'He bought four by himself.'

	óȷìákɨya̍zʉaa̍nnǫ	
únèře	óȷìákɨya̍zuuunèře	'He bought bananas himself.'
ík'ıya̍	óȷı̀ík'ıya̍zuuunèře	'He bought bananas on his own authority .'
ányɨ̀	ányɨ̀ȷıík'aa̍nyɨzuuunèře	'We bought bananas on our own.'
ɨ́zʉ̍rʉ	ányɨ̀ȷıík'aa̍nyɨzʉruunèře	'We purchased bananas on our own.'
ɨ́fʉ̀ţa	ányɨ̀ȷıík'aa̍nyɨfʉ̀ţá	'We came out of our own accord.'
ànyáàšʉ	ányɨ̀ȷıanyáàšʉfʉţá	'We came out by night.'
únù	únùȷıanyáàšʉfʉţá	'You (pl.) came out by night.'
ík'e	únùȷıík'efʉ̀ţá	'You (pl.) came out forcibly.'
ɨ́bya̍	únùȷıík'ebya	'You (pl.) came forcibly.'
ȷìrı	únùȷırıík'ebya	'You (pl.) came forcibly.'
ɨ́yǫ̍	únùȷırıík'eyǫ	'You (pl.) returned forcibly.'
h̃á	éȷìrıh̃ıík'eyǫ	'They returned forcibly.'
ɨ́fʉ̀	éȷìrıh̃ıík'efʉ̀ǫ́	'They went out forcibly.'
ák'ʉ̀k'ʉ	éȷìrıh̃aák'ʉ̀k'ʉfʉǫ́	'They went out sideways.'
ghɨ́	íȷìraák'ʉ̀k'ʉfʉǫ́	'You went out sideways.'
ɨ́nǫ̍dʉ	íȷìraák'ʉ̀k'ʉnǫdʉ́	'You sat down sideways.'

	íjìraák'ụ̀k'ụnọdụ́	
édè	íjìreédènọdụ́	'You sat on coco yams.'
gàíji̍	ị́gìíji̍edènọdụ́	'You're going to sit on coco yams.'
ányị̀	ányị̀giíji̍edènọdụ́	'We're going to sit on coco yams.'
ị́là̍	ányị̀giíji̍edèláa	'We're going to take coco yams and return home.'
ŋwám̍	ŋwám̍gìíji̍edèláa	'My child is going to take coco yams home.' (go home by means of coco yams)

Drill 9.6 íji̍ with verbal nouns:

Key Word	Pattern	
	ójìég'o àzụ́ị̍gbụrụ	'He'll use money (and) [to] buy cassava.'
ọ́gìíji̍	ọ́gìíji̍eg'o àzụ́ị̍gbụrụ	'He's going to use money to buy cassava.'
únèfe	ọ́gìíji̍eg'o àzúunèfe	
ányị̀	ányị̀giíji̍eg'o àzụ́unèfe	
p'énàannọ́	ányị̀giíji̍p'enàannó àzúunèfe	
ótùédè	ányị̀giíji̍p'enàannọ́ àzụ́otùédè	
ghị́	ị́gìíji̍p'enàannọ́ àzụ́otùédè	
dọ́ktọ̀	dọ́ktọ̀gúji̍p'enàannọ́ àzụ́otùédè	

	dǫ́ktǫ̀gú ȷı̍p'enàannǫ́ àzų́otùédè	
r̃íe̍nyaàsų	dǫ́ktǫ̀gıı́ ȷı̍p'enàannǫ́ àzų́r̃ıe̍nyaàsų	'The doctor is going to use four pence (ana) [to] buy supper.'
ńdaa̍ba	ńdaa̍bagı̀ı́ ȷı̍p'enàannǫ́ àzų́r̃ıe̍nyaàsų	
lèe ȷí	ńdaa̍balèe ȷíp'enàannǫ́ àzų́r̃ıe̍nyaàsų	'Aba folks buy supper supper for four pence.'
h̃á	ánàh̃ee ȷíp'enàannǫ́ àzų́r̃ıe̍nyaàsų	
íri̍	ánàhee ȷíp'enàannǫ́ èrír̃ıe̍nyaàsų	
ɨ́vų̀ŋ́kwų	ánàhee ȷíp'enàannǫ́ ávų̀ŋ́kwu̍	'They charge four pence (ana) [to] uproot the palm tree.'
ɨ́kpų̍ǫb'yàa	ánàh̃ee ȷíp'enàannǫ́ àkpų́ǫbỹ'àa	'They spend (only) four pence to entertain guests.'
mų́	ánàmee ȷíp'enàannǫ́ àkpų́ǫbỹ'àa	'It costs me (only) four pence to entertain [the] guests.'
éȷìm	éȷìmp'énàannǫ́ àkpų́ob'yàa	'It cost me (only) four pence to entertain [the] guests.'
ɨ́zų̍kèe	éȷìmp'énàannǫ́ àzų́kèe	'I'll buy this for four pence.'
ányɨ̀	ányɨ̀ȷıp'énàannǫ́ àzų́kèe	'We'll buy this for four pence.'

	ányị̀ jip'énàannọ́ àzụ́kèe	
ị́lúuyò	ányị̀ jip'énàannọ́ àlúuyò	'It costs us four pence to go home.'
ík'e	ányị̀ jiík'e àlúuyò	'We're going home by force.'
ị́nọ̀nụ́ụyọ̀	ányị̀ jiík'e ánọ̀núuyò	'We'll stay in [our] house by force.' (resist eviction)

Note 9.7 The RA adverbial suffix in suffixed verb forms.

In the preceding notes it was noted that adverbial suffixes commonly replace the vowel suffix on such forms as the subsequential. The RA adverbial suffix is no exception:

ó̩gàraáhyazu̩ru̩nhỹe̍	'He went to market and bought (for himself) something.'

But when the RA adverbial suffix has a pronoun or noun 'object' - the person other than the subject for the benefit of whom the action was performed, the RA suffix follows the normal vowel suffix:

ó̩gàraáhyazu̩o̩ru̩m̍nhỹe	'He went to market and bout me something.'

Unit 10

Pronunciation	Structure
-A-	
pósọ̀ọ́fị̀s(ị)[1]	
ényìḿŋwook'o̍ òlée̍beposọ̀ọ́fị̀sị́dị̀	ényì-m-ŋwa-ok'o̍ òlée̍-ebe-posọ̀ọ́fị̀sị́-dị̀
-B-	
íme	
liíme	lá + ime
ọ́dị̀liímaahya̍	ọ́-dị̀-lá-ime-ahya̍
-A-	
òlée̍baahyadị̀	òlée̍-ebe-ahya-dị
-B-	
láak'ụ̀k'ụ	lá-ak'ụ̀k'ụ
úyàákwụkwọ/skúùl(u)[1]	úyò-ákwụkwọ
gọ́ọmènt/gọ́ọmèntị[1]	
ọ́dị̀láak'ụ̀k'uúyàákwụkwọgọọmènt	ọ́-dị̀-lá-ak'ụ̀k'u-úyò-ákwụkwọ-gọọmènt
-A-	
bík'o̍	
íwe	
íwe̍, íwi̍iwe	(HL) íwe̍-iwe
-le/-la/-ne/-na	(negative imperative suffix)
éwe̍liiwe	éwe̍le-iwe
bík'e̍ ↑ éwe̍liiwe	bík'o̍ ↑ ewe̍le-iwe

Basic Sentences

-A-

Spelling	English
postoffice	postoffice
Enyi m nwaoke, ole ebe postoffice di?	My friend (male), where is the postoffice?

-B-

Spelling	English
ime	(the) inside
n'ime	inside (of)
Ọ di n'ime ahia.	It is inside the market.

-A-

Spelling	English
Ole ebe ahia di?	Where is the market?

-B-

Spelling	English
n'akuku	beside
ulọ akwukwọ, school	school
government	government
Ọ di n'akuku ulọ akwukwọ government.	It's beside the government school.

-A-

Spelling	English
biko	please
iwe	anger
iwe	to be angry
ewele iwe	don't be angry
Biko ewele iwe.	Excuse me. ('Please don't be angry.')

àmághị̍mkwanị ébuuyà-ákwụkwọgọọmèntị́dị̀	à-mághị̍-m-kwa-nị ébe-uyò-ákwụkwọ-gọọmèntị́-dị̀

-B-

ọ́dị̀ghịlíih̃u	ọ́-dị̀-ghị-lá-ihu
íh̃uih̃ù̍	íh̃u-ih̃ù̍
ífè	(L)
ị́gá̍fè	ị́gá̍-fè
gáfèé	(imperative)
óshishi	
úkwu	(adjective)
j'èíih̃uih̃ù̍ gáfèóoshishi-ukwuà	j'èé-ih̃u-ih̃ù̍ gáfèé-oshishi-ukwu-a
áka	
ị̀kpa	
ákịị̀kpa	áka-ị̀kpa
ọ́dị̀ghịláakịị̀kpa	ọ́-dị̀-ghị-lá-aka-ị̀kpa

-A-

íme̍ene

-B-

ékèleleḿ gàwánị

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[1] English words which are consonant final occur in Igbo with an 'extra' vowel before a following word but without the vowel when the word is followed by juncture.

Amaghi m kwani ebe ulọ government di.	I also don't know where the (place of the) government school is.

-B-

Ọ di gi n'ihu.	It is in front of you.
ihu ihu	straight ahead
ife	to pass
igafe	to go past
	pass!
osisi	tree, plant
ukwu	large, big
Jee ihuihu. Gafee osisi ukwua.	Go straight ahead. Pass this big tree.
aka	hand
ikpa	left
aka ikpa	left hand
Ọ di gi n'aka ikpa.	It's on your left (hand).

-A-

Imeene.	Thank you. (You have done.)

-B-

Ekelelem. Gawani.	You're welcome. ('Don't greet me.')

Note 10.1 The Negative of the Imperative.

Note the sentences:

bík'e̍ewe̍liiwe	'Please don't be angry.'
ékèlelém	'Don't thank me.'

These sentences represent the negative of the imperative form of the verbs íwe̍ (H) and íkèle (L). This form consists of a vowel prefix, /e/ or /a/ with high tone, followed by the verb root with the tone characteristic of the infinitive, plus a suffix -le/-la/-ne/-na[1]. With an (HL) class verb the pattern is

ága̍laahya	'Don't go to market.'

The negative imperative, unlike the affirmative imperative, has no vowel suffix and thus belongs to the set of verb forms providing environment 1 for following noun objects (see note 7.1) in which environment all nouns have 'basic' tones except Class II which has (´´) after non-low tone;

ága̍leezhiya̍	'Don't go to his compound.'

A pronoun subject únu with high tones may occur with the negative imperative for 2nd person plural:

únaaga̍laahya	'Don't you (pl.) go to market.'

Noun subjects, however, occur as separate phrases from the negative imperative:

ǹjọ́kụ̍ ↑ ága̍laahya	'Njoku, don't go to market.'

In such separate phrases the high tone of the /e-/a-/ prefix is higher than the last tone of the previous noun. Thus in quick speech the above sentence may sound as though it has a mid tone

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[1] The tone of the suffix is normally the same as that of the verb root as in these examples. Before a Class IV noun, however, the suffix may occur with low tone regardless of the tone of the verb root:

áŋụ̍nàsigaréèt	'Don't smoke cigarettes.'

followed (gliding up to) a high tone. This juncture is marked /↑/. Some speakers may make a noticeable pause - here indicated by space.

When the negative imperative is not followed by any 'object' it occurs, like the positive imperative, with low tone regardless of verb class.

ágàla 'Don't go!'

bík'o̍ 'please' occurs with negative imperatives either before or after the imperative utterance. In the plural of the form after the imperative, which is bík'o̍nì, we see the short form of únù 'you (plural)' as object - the form nì.

Drill 10.1 Negative Imperative

a)

Key Word	Pattern	
	bík'e̍ewe̍liiwe	'Please don't be angry.'
únù	bík'u̍une ↑ éwe̍liiwe	
ŋwán̍nem	bík'o̍ŋwan̍nem ↑ éwe̍liiwe	
ɨ́ga̍ahya	bík'o̍ŋwan̍nem ↑ ága̍laahya	
ǹjó̩k'u̩̍	bík'o̍ŋjo̩k'u̩̍ ↑ ága̍laahya	
ényìḿ	bík'e̍enyìḿ ↑ ága̍laahya	
íri̍r̃i	bík'e̍enyìḿ ↑ ére̍ler̃i	
ɨ́ŋu̩̍mmɨɨ	bík'e̍enyìḿ ↑ áŋu̩̍nammɨɨ	
sìgaréèt	bík'e̍enyìḿ ↑ áŋu̩̍nasigaréèt	
ámaako̩̍	bík'a̍amaako̍ ↑ áŋùnasigaréèt	
áŋwù̩r̃u̩	bík'a̍amaako̍ ↑ áŋu̩̍naaŋwù̩r̃u̩	
ɨ́kò̩édè	bík'a̍amaako̍ ↑ ákò̩leédè	
únù	bík'u̍una ↑ ákòleédè	

b)

Key Word	Pattern	
	únaakọ̀leédè bík'o̍nì	'Don't (you (pl.)) plant coco yams. Please (you).
ị́vụ̀	únaavụ̀leédè bík'o̍nì	
ị̀gbụ́rụ	únaavụ̀lịịgbụ́rụ bík'o̍nì	
ị́zụ̍	únaazụ̍lịịgbụrụ bík'o̍nì	
épe	únaazụ̍leepe bík'o̍nì	
(ghị́)	ázu̍leepe bík'o̍	
ị́kwụ̍eg'o	ákwụ̍leeg'o bík'o̍	
ị́lụ̍ụyọ̀	ála̍lụụyọ̀ bík'o̍	
ị́fụ̀ezhí	áfụ̀leezhí bík'o̍	
ị́zụ̍raakw̃'a	ázụ̍rụlaakw̃'a bík'o̍	
ị́nọ̀dụŋgáà	ánọ̀dụlaŋgáà bík'o̍	
ị́g'ụ̍akwụkwọ	ág'ụ̍laakwụkwọ bík'o̍	

Note 10.2 The 'Perfect' Form

In previous units the perfect form of the verb was introduced in questions used as greetings with the second person singular and plural pronouns.

It was noted (in Note 2.1) that this form has the vowel suffix /-e/-o/-a/-ọ/ (which has been noted also in the imperative and subsequential forms of all but a few common verbs) and also a suffix /-le/-la/-ne/-na/ like that of the negative imperative. The vowel prefix /e-/a-/ occurs everywhere except where there is a pronoun prefix.

For the verb ị́cọ̀ (HL) 'to want, to seek' the perfect forms are thus:

ácọ̍ọlam̍[1]	'I have looked for ----.'
ị́cọ̍ọla	'You (sg.) have looked for ----.'
ọ́cọ̍ọla	'He/she/it has looked for ----.'
ányị̀acọ́ọla	'We have looked for ----.'
únùacọ́ọla	'You (pl.) have looked for ----.'
ácọ̍ọlah̃à[1]	'They have looked for ----.'
ácọ̍ọla	'One has looked for ----.'
ńd'ụ̀acọ́ọla	'Ndu has looked for ----.'

Compare with the perfect forms, the negative imperative form:

ácọ̍lam 'Don't look for me.'

It is clear that the perfect form differs from the negative imperative primarily in that it occurs with all persons as subject and incorporates the vowel suffix (in this case /-ọ/).

With those verbs which do not accept the vowel suffix and those with adverbial suffixes this distinction disappears so that

áh̃ụ̍nadọktọ̀

is both: 'Don't see the doctor.' and 'One has seen the doctor (i.e. The doctor has been consulted)'. This equivalence is only true of the impersonal since in the second person the forms are:

ị́h̃ụ̍nadọktọ̀	'You (sg.) have seen the doctor.'
únàah̃ụ́nadoktọ̀	'You (pl.) have seen the doctor.'

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[1] Note that the 1st person singular pronoun suffix /-m(ụ)/ occurs following suffixed forms of a verb with the mid tone characteristic of monosyllabic noun and pronoun objects in environment 2 but that /-h̃a/ occurs with low tone as in other 'subject' uses and not with the mid tone of object pronouns in environment 2. Compare: zuim̍ 'sell to me', nyém̍ 'give me', zuihà 'sell to them', nyéhà 'give them'.

which contrast with the negative imperatives:

áh̃ụ̍nadọktọ̀	'Don't see the doctor.'
únaah̃u̍nadọktọ̀	'Don't you (pl.) see the doctor.'

There is a less obvious difference between these forms in that the negative imperative, never having a vowel suffix, belongs to the set of verb forms constituting environment 1 for following noun objects:

ága̍laahya	'Don't go to market.'
ága̍leezhiya̍	'Don't go to his compound.'

while the perfect, having with most verbs a vowel suffix, belongs to the set constituting environment 2.

ága̍laahya̍	'One has gone to market.'
ága̍lee̍zhiya̍	'One has gone to his compound.'

Note that the tone pattern on the verb root itself in the perfect form is mid (following a high tone pronoun prefix) for (H) and (HL) verbs and low for (L) verbs - the same tone pattern as the - infinitive (etc.) -

(H)

áŋụ̍ọnam̍mmɨɨ̃	'I have drunk wine.'
ɨ́ŋụ̍ọnammɨ̀ɨ̃[1]	'You (sg.) have drunk wine.'
ọ́ŋụ̍ọnammɨ̀ɨ̃	'He (etc.) has drunk wine.'
ányàaŋụ́ọnammɨ̀ɨ̃	'We have drunk wine.'
únùaŋụ́ọnammɨ̀ɨ̃	'You (pl.) have drunk wine.'
áŋụ̍ọnah̃àḿmɨɨ̃	'They have drunk wine.'
áŋu̍ọnammɨ̀ɨ̃	'Wine has been drunk.'
ámaakọ̍aŋụọnammɨ̀ɨ̃	'Amako has drunk wine.'

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[1] Remember that ḿmɨɨ is irregular having (´`) tone in environments 2 and 4.

(L)

ákọ̀ọ́lam̍ȷı	'I have planted yams.'
ị́kọ̀ọ́laȷi̍	'You (sg.) have planted yams.'
ọ́kọ̀ọ́laȷi̍	'He (etc.) has planted yams.'
ányàákọ̀ọ́laȷi̍	'We have planted yams.'
únàákọ̀ọ́laȷi̍	'You (pl.) have planted yams.'
ákọ̀ọ́lah̃àȷí	'They have planted yams.'
ákọ̀ọ́laȷi̍	'Yams have been planted.'
ǹȷọ́kụ̍akọ̀ọ́laȷi̍	'Njoku has planted yams.'

Drill 10.2 The perfect form

Useful Word:

ụ́r̃a sleep

Key Word	Pattern	
	ága̍lamị̍ịh̃ụ̍dọktọ̀	'I've been to consult the doctor.'
únù	únùagálịịh̃ụ̍dọktọ̀	
cínyèr̃e	cínyèr̃eagálịịh̃ụ̍dọktọ̀	
íȷ'i̍ıcèécıce	cínyèr̃eeȷ'éelııcèécìce	'Cinyere has gone to think it over.'
h̃á	éȷ'e̍eleh̃ìícèécìce	
ŋ́wan̍neh̃a	ŋ́wan̍neh̃eeȷ'eelııcèécìce	
íri̍anụ	ŋ́wan̍neh̃eerıelaanụ̍	'Their relatives have eaten meat.'
ńdọọb'ỹàa	ńdọọb'ỹàeeríelaanụ̍	
íbya̍dụ	ńdọọb'ỹàabyádụla	'The guests have arrived.'
ị́gạ̍dụenugw̃'ụ̍	ńdọọb'ỹàagádụleenugw̃'ụ̍	'The guests have gone to Enugu.'

	ńdọọb'ỹàagádụleenugw̃'ụ̍	
cídị̀	cídìagáduleenugw̃'u̍	
ị́g'ụ̍akwụkwọm̍	cídìag'ụ́ọlaakwụkwọm̍	'Cidi has read my letter.'
ǹném̍	ǹném̍ag'ụọlaakwụkwọm̍	
ít'e̍ur̃a	ǹném̍et'eelụụr̃a̍	'My mother has awakened from sleep.'
yá	ọ́t'e̍elụụr̃a̍	
ányị̀	ányìeet'éelụụr̃a̍	
ǹjọ́k'ụ̍	ǹjọ́k'ụ̍et'eelụụr̃a̍	
ị́kwụ̍eg'o	ǹjọ́k'ụ̍akwụọleeg'ó̍	'Njoku has paid.'
únù	únàakwụ́ọleeg'ó̍	

Review Drills

R.D. 10.1 Substitution - Transformation Drill - Affirmative - to negative with /-ghị/-ghị/:

Key Word	Affirmative Pattern	Negative Pattern	
	ọ́màákwụkwọ	ọ̀mágha̍akwụkwọ	'He's a good student. ('He knows books.')
ghị́	ọ́màghị́	ọ̀mághị̍ghị	'He knows you.'
mụ́	ámàmghị́	àmághị̍mghị	
ị́cọ̍	ácọ̀rọmghị́	àcọ́ghị̍mghị	'I want you.'
ị́fụ̀ezhí	ácọ̀rọmị́fụ̀ezhí	àcọ́ghị̍mịịfụ̀ezhí	'I want to go outside.'
ányị̀	ányị̀cọrịị́fụ̀ezhí	ányaacọ̍ghịịfụ̀ezhí	
ínọ̀nụ́ụyọ̀	ányị̀cọrịị́nọ̀nụ́uyò	ányaacọ̍ghịịnònúuyò	'We want to stay home.'
h̃á	ácọ̀rọh̃ịị́nọ̀nụ́uyò	àcọ́ghị̍h̃ị̀ị́nònúuyò	
íŋwe̍	éŋwe̍r̃eh̃ùúyò	èŋwéghị̍h̃ùúyò	'They have [a] house.'
únù	únùŋwér̃uuyò	úneeŋwe̍ghuuyò	
íshi̍	únùshíuyọ̀	úneeshi̍ghuuyò	'You (pl.) [go] through [the] house.'
yá	óshu̍uyò	òshíghu̍uyò	
ị́wụ̍	ọ́wu̍uyò	ọ̀wụ́ghu̍uyò	'It is a house.'

	ọ́wu̍uyọ̀	ọ̀wụ́ghu̍uyọ̀	
ícèécìce	ọ́cèreécìce	ọ̀céghɨ́écìce	'He thinks.'

R.D. 10.2 Substitution - Transformation Drill - Question with Affirmative and Negative Answer:

Key Word	Question	Affirmative Answer	Negative Answer
	ọ̀giíj'e̍ahya	ée ọ́gìíj'e̍ahya	ọ̀dɨ́ghɨ̀ ọ̀gághi̍ij'e̍ahya
ɨ́zụ̍	ọ̀gɨɨ́zụ̍ahya	ée ọ́gɨ̀ɨ́zụ̍ahya	ọ̀dɨ́ghɨ̀ ọ̀gághɨ̍ɨzụ̍ahya
ɨ́nọ̀ náahya	ọ̀gɨɨ́nọ̀náahya	ée ọ́gɨ̀ɨ́nọ̀náahya	ọ̀dɨ́ghɨ̀ ọ̀gághɨ̍ɨnọ̀náahya
	'Is he going to stay at market?'		
íshi̍ahya	ọ̀giíshi̍ahya	ée ọ́gìíshi̍ahya	ọ̀dɨ́ghɨ̀ ọ̀gághi̍ishi̍ahya
	'Is he going to [pass] through [the] market?'		
h̃á	àgah̃iíshi̍ahya	ée ágàh̃iíshi̍ahya	ọ̀dɨ́ghɨ̍ àgághɨ̀h̃iíshi̍ahya
jèekúmi̍r̃i	èjeh̃eekúmi̍r̃i	ée éjèh̃eekúmi̍r̃i	ọ̀dɨ́ghɨ̀ èjéghìh̃eekúmi̍r̃i
	'Does she customarily fetch water?'		
únù	ùnujeekúmi̍r̃i	ée ányìjeekúmi̍r̃i	ọ̀dɨ́ghɨ̀ ányiejègheekúmi̍r̃i
ɨ́ŋụ̍	ùnujaaŋụ́mi̍r̃i	ée ányìjaaŋụ́mi̍r̃i	ọ̀dɨ́ghɨ̀ ányiejèghaaŋụ́mi̍r̃i
ḿmɨɨ̃	ùnujaaŋụ́mmɨ̀ɨ̃	ée ányìjaaŋụ́mmɨ̀ɨ̃	ọ̀dɨ́ghɨ̀ ányiejèghaaŋụ́mmɨ̀ɨ̃
ghɨ́	ɨ̀jaaŋụ́mmɨ̀ɨ̃	ée éjèmaaŋụ́mmɨ̀ɨ̃	ọ̀dɨ́ghɨ̀ èjéghìmaaŋụ́mmɨ̀ɨ̃
ɨ́zụ̍	ɨ̀jaazụ́mmɨ̀ɨ̃	ée éjèmaazụ́mmɨ̀ɨ̃	ọ̀dɨ́ghɨ̀ èjéghìmaazụ́mmɨ̀ɨ̃
ɨ́byàŋgáà	ɨ̀jaabyáŋ̀gáà	ée éjèmaabyáŋ̀gáà	ọ̀dɨ́ghɨ̀ èjéghìmaabyáŋ̀gáà

ɨ́cọ̍	ɨ̀cọrɨɨ́byàŋgáà	ée ácọ̀rọmɨɨ́byàŋgáà	ọ̀dɨ́ghɨ̀ àcọ́ghɨ̍mɨɨbyàŋgáà
	'Do you (sg.) want to come here?'		
yá	ọ̀cọrɨɨ́byàŋgáà	ée ọ́cọ̀rɨɨ́byàŋgáà	ọ̀dɨ́ghɨ̀ ọ̀cọ́ghɨ̍ɨbyàŋgáà
ɨ́nọ̀	ọ̀cọrɨɨ́nọ̀ŋgáà	ée ọ́cọ̀rɨɨ́nọ̀ŋgáà	ọ̀dɨ́ghɨ̀ ọ̀cọ́ghɨ̍ɨnọ̀ŋgáà
ámaakọ̍	ámaakọ̍ọ̀cọrɨɨ́nọ̀ŋgáà	ée ọ́cọ̀rɨɨ́nọ̀ŋgáà	ọ̀dɨ́ghì ọ̀cọ́ghɨ̍ɨnọ̀ŋgáà
íshi̍	ámaakọ̍ọ̀shiŋgáà	ée óshìŋgáà	ọ̀dɨ́ghɨ̀ òshíghi̍̀ŋgáà
	'Is Amako from here?'		

Unit 11

Pronunciation		Structure
	-ámaakọ̍-	
óg'è		
òlóo̍g'ọ̀ọ́ha̍fụ̀rụ		òlée̍-og'è-ọ́-ha̍fụ̀rụ
	-évànz-	
-kà		
hỹédị̍kà		hỹé-dị̍-kà
ọ́ha̍fụ̀rụhỹédị̍kèélekeraa̍saà		ọ́-ha̍fụ̀rụ-hỹédị̍kà-élekere-a̍saà
	-ámaakọ̍-	
ọ̀garaloolée̍		ọ̀-gara-la-olée̍
	-évànz-	
ọ́gw'ụ̀		
úlọ̀ọ́gw'ụ̀/úyọ̀ọ́gw'ụ̀		uyo-ọ́gw'ụ̀
ọ́gàruúlọ̀ọ́gw'ụ̀		ọ́-gàra-úlọ̀-ọ́gw'ụ̀
	-ámaakọ̍-	
ci		
íkè		(L)
cínèékè		cí-nà-ékè
cínèéke̍e òj'eriíme̍gịrị̍-		cínèéke̍-e ò-j'ere-íme̍-
luuyọ̀ọ́gw'ụ̀		giri̍-la-uyọ̀-ọ́gw'ụ̀
	-évànz-	
ŋwíỹè		
ŋwíỹèyámụ̀r̃ụŋŋwá		ŋwíỹè-yá-mụ̀r̃ụ-ŋŋwá

Basic Sentences

Spelling	English
-Amako-	
oge	time
Olee oge ọ hafuru?	When did he leave?
-Evans-	
ka	like
ihe di ka	approximately, about ('thing which is like')
Ọ hafuru ihe di ka elekere asaa.	He left about seven o'clock.
-Amako-	
Ọ gara n'ole?	Where did he go?
-Evans-	
ọgwu	medicine
ulọ ọgwu	hospital
Ọ gara ulọ ọgwu.	He went to the hospital.
-Amako-	
chi	God
ike	to create
chineke	God (creates)
Chineke e! O jere ime giri n'ulọ ọgwu?	Good lord! What did he go to do at the hospital?
-Evans-	
nwanyi	wife
Nwanyi ya muru nwa.	His wife had a baby.

	-ámaakọ̍-	
ọ̀mụr̃ụŋŋwágɨrɨ̍		ọ̀-mụr̃ụ-ŋŋwá-gɨrɨ̍
	-évànz-	
ọ́mụ̀r̃ụŋŋwáŋwook'ò		ọ́-mụ̀r̃ụ-ŋŋwá-ŋwook'ò
	-ámaakọ̍-	
yáyọ		yá-yọ
ɨ́sɨ̍		(H)
ámụ̀		(pronoun subject used in indirect speech)
ɨ́jụ̍		(H)
ɨ́jụ̍c'a		
ụ́mụ̍		(pronoun used in indirect speech)
yáyọ sáamàajúc'aalụụmụ̍		yá-yọ sɨ́-amụ̀-ajụ́c'aala-ụmụ̍[1]

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[1] The forms introduced here in indirect speech will be explained and drilled later in the course.

Drill 11.1 Variation Drill on a Basic Sentence:

Useful Word:

ímár̃a 'to realize, to know'

-Amako-

Ọ muru nwa gịrị?	What sex child did she have?

-Evans-

Ọ muru nwa nwaoke.	She had a boy child.

-Amako-

ya lọ	if he returns
isi	to say
	pronoun used in indirect speech
iju	to ask
ijucha	to inquire after
umu	pronoun used in indirect speech
Ya lọ, si mu ajuchaala umu.	If he returns, say that I have asked after them the wife and baby .

Key Word	Pattern	
	ọ̀garaloolée̍	'Where did he go?'
ghị́	ị̀garaloolée̍	
ị́fụ̀	ị̀fụrụloolée̍	'Where did you go out [to]?'
únù	ùnufụrụloolée̍	

	ùnufʉrʉloolée̍	
íȷ'e̍	ùnuȷ'ereloolée̍	'Where dıd you (pl.) go?'
h̃á	èȷ'ereh̃aloolée̍	
ɨ́ma̍r̃a	àmaã́r̃ah̃aloolée̍	'What places do they know.' ('Where do they know.')
ányɨ̀	ànyɨmaã́r̃aloolée̍	
ífè	ànyɨfereloolée̍	'Where dıd we pass?'
àd'á (P.N.)	àd'oofereloolée̍	
íru̍	àd'oorurulooléé̍	'Where dıd Ad'a get to ('reach').'
áhya	àd'ooruraáhya	'Dıd Ad'a get to market?'
h̃á	èruruh̃aáhya	
íŋwe̍	èŋwer̃eh̃aáhya	'Do they have a market?'
únù	ùnuŋwér̃aahya	
ȷí	ùnuŋwér̃e ȷı	'Do you (pl.) have yams?'
írı̍	ùnurírı ȷı	'Dıd you eat yams?'
ɨ́co̍ırı̍	ùnucọrıírı̍ ȷı	'Do you want to eat yams?'
ghɨ́	ìcọrıírı̍ ȷı	
cɨ́dɨ̀ (P.N.)	cɨ́dọ̀ọcọrıírı̍ ȷı	'Does Chıdı want to eat yams?'
íre̍	cɨ́dọ̀ọcọrıíre̍ ȷı	'Does Chıdı want to sell yams?'
ɨ́gı̍ıre̍	cɨ́dɨ̀ọgıíre̍ ȷı	'Is Chıdı goıng to sell yams.'
yá	ọ̀gıíre̍ ȷı	

	ọ̀giíre̍ji	
áŋwụ̀rụ	ọ̀giíra̍aŋwụ̀rụ	'Is he going to sell tobacco?'
ị́ŋụ̍	ọ̀gịị́ŋụ̍aŋwụ̀rụ	
ŋwíỹèghị́	ŋwíỹèghịọgịị́ŋụ̍aŋwụ̀rụ	'Is your wife going to smoke tobacco?'

Drill 11.2 Variation Drill on a Basic Sentence:

Useful Word:

m̀bụ́	'first, before

Key Word	Pattern	
	ọ́há̍fụ̀rụhỹédị̍kèélekeraa̍saà	'He left about seven o'clock.'
mụ́	áhá̍fụ̀rụmhỹédị̍kèélekeraa̍saà	
ị́gá̍	ágàramhỹédị̍kèélekeraa̍saà	'I went at about seven o'clock.'
m̀bụ́	ágàramhỹédị̍kèélekerem̍bụ	
cị́dị̀	cị́dị̀garahỹédị̍kèélekerem̍bụ	'Chidi went about one o'clock.' ('the first hour')
ị́byá̍	cị́dị̀byarahỹédị̍kèélekerem̍bụ	
àbụ́ọ̍[1]	cị́dị̀byarahỹédị̍kèélekeraàbụ́ọ̍[1]	
h̃á	ábyàrah̃ahỹédị̍kèélekeraàbụ́ọ̍	
íj'e̍	éj'èreh̃ahỹédị̍kèélekeraàbụ́ọ̍	

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[1] Note: àbụ́ọ̍ is an invariable noun - it does not show the tone shifts characteristic of Class II nouns in environment 4.

	éȷ'èreh̃ahỹédɨkèélekeraàbʉ́ǫ̍	
ìšhíı̃	éȷ'èreh̃ahỹédɨkèélekerıı̍šhıı̃	'They went at about six o'clock.'
yá	óȷèrehỹédɨkèélekerıı̍šhıı̃	
ígı̍ıȷ'e̍	ǫ́gìíȷ'e̍hỹedɨkèélekerıı̍šhıı̃	'He's going to go about six o'clock.'
àŧǫ́	ǫ́gìíȷ'e̍hỹedɨkèélekeraa̍ŧǫ	
ányɨ̀	ányɨ̀gıíȷ'e̍hỹedɨkèélekeraa̍ŧǫ	
fʉ̀rʉ	ányɨ̀fʉrʉhỹédɨkèélekeraa̍ŧǫ	'We went out at about three o'clock.'
ànnǫ́	ányɨ̀fʉrʉhỹédɨkèélekeraa̍nnǫ	
únù	únùfʉrʉhỹédɨkèélekeraa̍nnǫ	
gɨ̀ɨ́fʉ̀	únùgɨ̀ɨ́fʉ̀hỹédɨkèélekeraa̍nnǫ	'You're going to go out about four o'clock.'
ìšó	únùgɨ̀ɨ́fʉ̀hỹédɨkèélekerıı̍šo	
ónyaah̃à	ónyaah̃àgɨ̀ɨ́fʉ̀hỹédɨkèélekerıı̍šo	
rírıf̃ı	ónyaah̃àrírıf̃ıhỹedɨkèélekerıı̍šo	'That person ate about five o'clock.'
mʉ́	érı̍rımf̃ıhỹedɨkèélekerıı̍šo	
àsátǫ̍	érı̍rımf̃ıhỹedɨkèélekeraa̍saŧǫ̍	
ɨ́ŋʉ̍akw̃'a	áŋʉ́f̃umaakw̃'ahỹedɨkèélekeraa̍saŧǫ̍	'I had an egg about eight o'clock.'
ghɨ́	ɨ́ŋʉ́f̃aakw̃'ahỹedɨkèélekeraa̍saŧǫ̍	
ɨ́byàŋgáà	ɨ́byàraŋgáàhỹédɨkèélekeraa̍saŧǫ̍	
ìtéghete	ɨ́byàraŋgáàhỹédɨkèélekerıı̍teghete	

ɨ́byàraŋgáàhỹédɨ̍kèélekerii̍teghete

yá	ǫ́byàraŋgáàhỹédɨ̍kèélekerii̍teghete
ìrí	ǫ́byàraŋgáàhỹédɨ̍kèélekerii̍ri

Note 11.1 The infinitive as expression of purpose:

òj'eriíme̍giri̍ (ò- j'ere-íme̍-giri̍)
'He went to do what?'

As in English, the Igbo infinitive is used to express purpose. In this construction it follows a verbal construction, such as the RA (past) form in the example. The verbal construction may have an object:

éj'èremaáhyɨɨzų̍az̃ų̀ (é- j'ère-mų-áhya-ɨzų̍-az̃ų̀)
'I went to market to buy fish.'

contrast the subsequential form:

éj'èremaáhya zų́ǫaz̃ų̀ 'I went to market and bought fish.'

Drill 11.3 Infinitives Expressing Purpose:

Useful Words:

ízùţe	to meet
òkóro	youth
ŋwóo̍koro	child of youth (P.N.)
ų́zǫ̀	road, door
ǫ́hya	bush

a)

Key Word	Pattern	
	ój'èrịízụ̍az̃ụ̀	'He went to buy fish.'
ój'èraáhya	ój'èraáhyịịzụ̍az̃ụ̀	'He went to market to buy fish.'
mụ́	éj'èremaáhyịịzụ̍az̃ụ̀	'I went to market to buy fish.'
ụ́mụ̀áhyà	éj'èremụụ́mụ̀áhyị̀ízụ̍az̃ụ̀	'I went to Umuahia to buy fish.'
ị́h̃ụ̍dọktọ̀	éj'èremụụ́mụ̀áhyị̀ị́h̃ụ̍dọktọ̀	'I went to Umuahia to see the doctor.'
íkwu̍shi (là)	ákwu̍shirimlụụmụ̀áhyị̀ị́h̃ụ̍dọktọ̀	'I stopped at Umuahia to see the doctor.'
lụ́ụzọ̀	ákwu̍shirimlụụzị̀ị́hụ̍dọktọ̀	'I stopped en route ('on the road') to see the doctor.'
íri̍nhỹe	ákwu̍shirimlụụzị̀íri̍nhỹe	'I stopped en route to eat something.'
ŋ̀gááh̃à	ákwu̍shirimŋ̀gáah̃ìíri̍nhỹe	'I stopped there to eat something.'
ị́ga̍	ágàramŋgaáh̃ìíri̍nhỹe	'I went there to eat something.'
ízùţeŋwán̍nem	ágàramŋgaáh̃ìízùţeŋwán̍nem	'I went there to meet my bother (sibling).'

ŋwó̍okoro (P.N.)	ŋwó̍okorogàraŋgaáh̃ìízùt̩eŋwán̍nem	'Nwookoro went there to meet my brother.'
ɨ́fù̩ezhí	ŋwó̍okorofù̩reezhíizùt̩eŋwán̍nem	'Nwookoro went outside to meet my brother.'
ɨ́ŋu̩̍aŋwù̩r̃u̩	ŋwó̍okorofù̩reezhíɨŋu̩̍aŋwùr̃u	'Nwookoro went outside to smoke.'
ányɨ̀	ányɨ̀fu̩reezhíɨŋu̩̍aŋwù̩r̃u̩	'We went outside to smoke.'
gɨ̀ɨ́fù̩ezhí	ányɨ̀gɨɨ́fù̩ezhíiŋu̩̍aŋwù̩r̃u̩	'We're going to go outside to smoke.'
íkwu̍okwu	ányɨ̀gɨɨ́fù̩ezhíikwu̍okwu	'We're going to go outside to talk.'
ɨ́b'à	ányìgɨɨ́b'èezhíikwu̍okwu	'We are going to go into the yard to talk.'
líimuuyò	ányɨ̀gɨɨ́b'àlíimuuyòíkwu̍okwu	'We are going to go inside the house to talk.'
h̃á	ágàh̃ɨɨ́b'àlíimuuyòíkwu̍okwu	
áb'àálah̃à	áb'àálah̃àlíimuuyòíkwu̍okwu	'They have gone inside the house to talk.'
ɨ́co̩̍o̩ku̩kò̩	áb'àálah̃àlíimuuyòɨ́co̩̍o̩ku̩kò̩	'They have gone inside the house to look for a chicken.'

	áb'àálah̃àlíimuuyòɨcọ̍ọkụkọ̀	
ọ́hya	áb'àálah̃ọ̀ọ́hyaɨcọ̍ọkụkọ̀	'They have entered the bush to look for a chicken.'
yá	ọ́b'àálọọhyaɨcọ̍ọkụkọ̀	
ɨ́kọ̀jí	ọ́b'àálọohyɨɨkọ̀jí	'He has entered the bush to cultivate yams.'

b)

Useful Words:

ɨ́na̍ (HL)	to take (from)
ɨ́na̍ta (HL+)	to receive
íce̍ (H)	to await

Key Word	Pattern	
	ágàmɨɨ́h̃ụ̍dọktọ̀ ɨ́dɨ̍mma	'I'm going to see the doctor to get well.'
ányɨ̀	ányɨ̀gɨɨ́h̃ụ̍dọktọ̀ ɨ́dɨ̍mma	
ɨ́na̍tɨyọọgw̃'ụ̀	ányɨ̀gɨɨ́hụ̍dọktọ̀ ɨ́na̍tɨyọọgw̃'ụ̀	'We're going to see the doctor to receive [from] him medicine.'

á	ágɨ̀ɨ́h̃ụ̍dọktọ̀ ɨ́na̍tɨyọọgw̃'ụ̀	'The Dr. must be seen in order to receive [from] him medicine.'
ɨ́zụ̍t̩a	ágìíh̃ụ̍dọktọ̀ ɨ́zụ̍t̩ọọgw̃'ụ̀	'The Dr. should be seen in order to buy medicine.'
ɨ́ga̍ahya	ágɨ̀ɨ́ga̍ahya ɨ́zụ̍tọọgw̃'ụ̀	'One has to go to market to purchase medicine.'
h̃á	ágàhɨɨ́ga̍ahya ɨ́zụ̍t̩ọọgw̃'ụ̀	'They are going to market to purchase medicine.'
gàra	ágàrahaáhya ɨ́zụ̍t̩ọọgw̃'ụ̀	'They went to market to purchase medicine.'
úyọ̍ọgw̃'ụ̀	ágàrahuúyọ̍ọgw'ù ɨ́zụ̍t̩ọọgw̃'ụ̀	'They went to the hospital to buy medicine.'
ɨ́hụ̍ŋwan̍nea̍nyɨ	ágàrah̃uúyọ̍ọgw̃'ụ̀ ɨ́hụ̍ŋwan̍nea̍nyɨ	'They went to the hospital to see our brother [or sister].'
ányɨ̀	ányɨ̀garuúyọ̍ọgw̃'ụ̀ ɨ́h̃ụ̍ŋwan̍nea̍nyɨ	'We went to the hospital to see our brother [or sister].'
ɨ́nọ̍dụ--la	ányɨ̀nọdɨrɨlúuyọ̍ọgw̃'ụ̀ íh̃ụ̍ŋwan̍nea̍nyɨ	'We stayed at the hospital to see our brother.'

	ányɨ̀nǫdɨrɨlúuyǫ̍ǫgw̃'ų̀ ɨ́hų́ŋwan̍nea̍nyɨ	
íce̍	ányɨ̀nǫdɨrɨlúuyǫ̍ǫgw̃'ų̀ íce̍ŋwan̍nea̍nyɨ	'We stayed at the hospital to await our brother.'
yá	ǫ́nǫ̀dɨrɨlúuyǫ̍ǫgw̃'ų̀ íce̍ŋwan̍naa̍nyɨ	'He stayed at the hospital to wait for our sister.'
lúuyò	ǫ́nǫ̀dɨrɨlúuyò íce̍ŋwan̍naa̍nyɨ	'He stayed at home to wait for our sister.'
íshi̍raany r̃ı	ǫ́nǫ̀dɨrɨlúuyò íshi̍raa̍nyır̃i̍	'She stayed at home to cook food for us.'
h̃á	ánǫ̀dɨrɨh̃alúuyò íshi̍raanyır̃i̍	'They stayed at home to cook us food.'
ɨ́g'ų̍akwųkwǫ	ánǫ̀dɨrɨh̃alúuyò ɨ́g'ų̍akwųkwǫ	'They stayed at home to read.'
ɨ́ha̍fų̀ǫ́r̃ų	áha̍fų̀rųh̃ǫǫ́r̃ų ɨ́g'ų̍akwųkwǫ	'They left work to read.'
ɨ́gàskúùl[1]	áha̍fų̀rųh̃ǫǫ́r̃ų ɨ́gàskúùl	'They left work to go to school.'
íŋwe̍eg'o	éŋwę̀r̃eh̃eég'o ɨ́gàskúùl	'They have money to go to school.'
ɨ́zų̍rųr̃ı	éŋwèr̃eh̃eég'o ɨ́zų̍rųr̃ı	'They have money to buy themselves food.'

---

[1] This tone pattern is irregular - probably because of the English word.

ányɨ̀	ányɨ̀ŋwér̃eeg'o ízʉ̍rʉr̃ı	'We have money to buy ourselves food.'
ɨ́lu̍uyò	ányɨ̀ŋwér̃eeg'o ɨ́lu̍uyò	'We have money to go home.'

Unit 12

Pronunciation		Structure
	-wétà-	
òlée̍hỹɨɨcọ̀rọ		òlée̍-hỹe-ɨ-cọ̀rọ
	-címà-	
ráɨ̀sɨ		
ácọ̀rọmráɨ̀sɨlaánụọ̍kụkọ̀		á-cọ̀rọ-m-raɨ̀sɨ-la-ánụ-ọ̍kụkọ̀
	-wétà-	
ɨ̀gakwanɨɨ́ŋụ̍gɨrɨ̍		ɨ̀-gakwanɨ-ɨ́ŋụ̍-gɨrɨ̍
	-címà-	
mír̃ìk(i)		
ágàmɨɨ́ŋụ̍mir̃ìk		á-gà-mụ-ɨ́ŋụ̍-mir̃ìk
	-wétà-	
íŋwe̍		(HL)
ọ̀zọ́/ọ̀jọ́		(noun)
ọ̀zọ/ọ̀jọ		(adjective)
òŋwer̃eńhỹọọ̀zɨɨ́cọ̀rọ		ò-ŋwere-ńhỹe-ọ̀zọ-ɨ́-cọ̀rọ
	-címà-	
ḿʔm̀ íme̍ene		

Basic Sentences

Spelling	English
-Waiter-	
Olee ihe i cọrọ?	What (thing) do you (sg.) want?
-Chima-	God knows (proper name for a male)
rice	rice
A cọrọ m rice na anu ọkukọ.	I want rice and chicken (meat).
-Waiter-	
I ga kwani ińu giri?	And what are you going to drink?
-Chima-	
milk	milk
A ga m ińu milk.	I'm going to drink milk.
-Waiter-	
inwe	to exist (as in 'there is ---')
ọzọ	another, again
ọzọ	other, else, again
O nwere ihe ọzọ i chọrọ?	Is there something else you want?
-Chima-	
E-e, i meele.	No, thank you.

m̀hḿm̀/ḿm̀	
sìgaréèt'(ı)	
m̀hḿm̀ ùnuŋwéřesìgaréèt'	m̀hḿm̀ ùnu-ŋwéře-sìgaréèt'
-wétà-	
ụ́kpa/ọ́kpa	
ée òléụ̍ụkpakị̀ị́cọ̀rọ	ée òlée̍-ụkpa-kè-ị́-cọ̀rọ
-címà-	
básị̀kụl(ụ)	
ácọ̀rọmbásị̀kụl	á-cọ̀rọ-m-básị̀kụl
íwèṭa	íwè + ṭa
íwèṭara	íwè + ṭa + ra
wèṭákwaram̍macị̀s	wèṭákwa-ra-m̍-macị̀s
-wétà-	
ọ́dị̀ḿma̍	
-címà-	
ụ́gwọ	
m̀gịị́kwụ̍ghụụgwọ	m̀-ga-ị́kwụ̍-ghị-ụgwọ
-wétà-	
ée	
-címà-	
ŋ́gwa̍/ŋ́gwa̍nị	
ŋ́gwa̍nị ȷ'èéwèṭáram̍ceènȷı	ńgwanị ȷ'èé-wèṭá-ra-m̍-ceènȷı

hmm	Oh!
cigarette	cigarette(s)
Hmm, unu nwere cigarette?	Oh! Do you have cigarettes?
-Waiter-	
ọkpa	type, brand, kind
E, ole ọkpa ke i cọrọ?	Yes, what kind do you want? (What kind that you want?)
-Chima-	
Bicycle	Bicycle (brand of cigarettes), bicycle
A cọrọ m 'Bicycle'.	I want 'Bicycle'.
iweta	to bring
iwetara	to bring for ---
Wetakwaram matches.	Bring (for) me matches too.
-Waiter-	
Ọ di nma.	Alright.
-Chima-	
ugwọ	debt
M ga ikwu gi ugwọ?	Am I to pay you (the debt)?
-Waiter-	
E	Yes.
-Chima-	
ngwa/ngwani	O.K., come on, etc.
Ngwani. Jee wetaram change.	O.K. Go bring me change.

-wétà-

ǹdéèwó

ǹdéèwó

Drıll 12.1 Varıatıon Drıll on a Basıc Sentence

Key Word	Pattern
	ácọ̀rọmraịsịlaánụ
édè	ácọ̀rọmeédèlaánụ
yá	ọ́cọ̀reédèlaánụ
fí	ọ́cọ̀rọfínàánu
ányị̀	ányịcọrọfínàánụ
mífìkı	ányị̀cọrọmífìkılaánụ
h̃á	ácọ̀rọh̃amífìkılaánụ
mífi̍	ácọ̀rọh̃amífi̍nàánụ
ámaakọ̍	ámaakọ̍cọ̀rọmífi̍nàánụ
ḿm̃ịf̣ŋ̍kwụ	ámaakọ̍cọ̀rọḿm̃ịf̣ŋ̍kwụlàánụ
ráị̀sị	ámaakọ̍cọ̀rọráị̀sịlaánụ
ányị̀	ányịcọrọráị̀sịlaánụ
jí	ányị̀cọrọráị̀sịla jí
mụ́	ácọ̀rọmráị̀sịla jí
h̃á	ácọ̀rọh̃aráị̀sịla jí
yá	ọ́cọ̀rọráị̀sịla jí
édè	ọ́cọ̀reédèla jí
fí	ọ́cọ̀rọfínà jí
mífìkı	ọ́cọ̀rọmífìkıla jí

-Waiter-

ndeewo	thanks, greetings
Ndeewo.	Thanks.

	ọ́cọ̀rọmír̄ìkıla jí
mír̄i̍	ọ́cọ̀rọmír̄i̍nà jí
ányị̀	ányịcọrọmír̄i̍nà jí
ámaakọ̍	ámaakọ̍cọ̀rọmír̄i̍nà jí
á	ácọ̀rọmír̄i̍nà jí
ḿm̄ịị́ŋ̍kwụ	ácọ̀rọḿm̄ịị́ŋ̍kwụlà jí
édè	ácọ̀reédèla jí
ḿmịị́	ácọ̀reédèlaḿmịị́
r̄í	ácọ̀rọr̄ínàḿmịị́
mírìkı	ácọ̀rọmír̄ìkılaḿmịị́
ányị̀	ányị̀cọrọmír̄ìkılaḿmịị́
mụ́	ácọ̀rọmmír̄ìkılaḿmịị́
mír̄i̍	ácọ̀rọmmír̄i̍nàḿmịị́
h̃á	ácọ̀rọh̃amír̄i̍nàḿmịị́
ánụ '	ácọ̀rọh̃amír̄i̍nàánụ
ámaakọ̍	ámaakọ̍cọ̀rọmír̄i̍nàánụ
ḿm̄ịị́ŋ̍kwu	ámaakọ̍cọ̀rọḿmịị́ŋ̍kwụlàánụ
ŋ́gwọ̀ -	ámaakọ̍cọ̀rọḿmịị́ŋ̍kwụlàŋ́gwọ̀

Drill 12.2 Variation Drill on a Basic Sentence

Key Word	Pattern
	ágàmiị́ŋụ̍mifìki
ị́zụ̍	ágàmiị́zụ̍mifìki
íre̍	ágàmiíre̍mifìki
ghị́	ị́gìíre̍mifìki
yá	ọ́gìíre̍mifìki
íwè	ọ́gìíwèmífìki
ínye̍	ọ́gìínye̍mifìki
ńd'ụ̀	ńd'ụ̀giínye̍mifìki
únù	únùgiínye̍mifìki
íwèṭa	únùgiíwèṭamífìki

Note 12.1 ọ̀zọ́/ọ̀jọ́ and ọ̀zọ/ọ̀jọ

Note the sentence:

òŋwefeńhỹọọ̀zịị́cọ̀rọ 'Is there something else you want?'

In this sentence ọ̀zọ (also pronounced ọ̀jọ) is modifying ńhỹe in the sense 'another thing, something else'. Compare the sentences:

1. áhụ̃̀rụmọọzọ́ 'I saw another.'
2. áhụ̃̀rụmịyọọzọ́ 'I saw him again.'

In these sentences the form ọ̀zọ́ (also pronounced ọ̀jọ́) is functioning in sentence 1 as noun object of the verb and, in sentence 2 as adverb of time following the pronoun object.

ọ̀zọ́ is the noun and frequently functions adverbially. ọ̀zọ is the adjective and commonly functions as modifier. ọ̀zọ may occur finally after non-low tone with adverbial significance (alternating with ọ̀zọ́) but even there the translation is often 'another(one)':

ị̀nụ́nọọ̍zọ	'Have you heard again?'
ị̀nụ́nọọ̀zọ	'Have you heard another [thing]?'

Drill 12.3 Sample sentences without substitutions illustrating ọ̀zọ́ and ọ̀zọ

Useful Words:

ḿmad'ụ̀	man	ŋwátàkị́rị́	small child
ị́bya̍hu	to come again	ụ́mụ̀	children, offsping
ńṭàkị́rị	small	ụ́mụṭàkị́rị	small children

àgághị̍mịịbyu̍uyọ̀ọzọ́	'I won't come home again.'
ị̀cọrịị́byu̍uyọ̀ọzọ́	'Do you want to come home again?'
ọ̀zọ́gìíme̍	'Another is going to occur.'
ńhỹọọ̀zọgiime̍	'Something else is going to happen.'
ácọ̀rọmoónyọọ̀zọ	'I want somebody else.'
ọ̀dị́ghị̍roonyọọ̀zọḿma	'It is not good for another person.'
ọ́bya̍hulọọ̍zọ or ọ́bya̍hulọọ̀zọ	'He has come again.'
ọ́gìíkwu̍ọ̍zọ	'He is going to speak again.'
ụ́mụṭàkị́rọọ̀zọabyála	'Other children have come.'
ḿmad'ụ̍ọ̀zọọbyákwala	'And has another man come?'
ọ̀zọ́kwaa	Again! Repeat!
ánụ̀rụmọọzọ́	'I heard another.'
ánụ̀rụmńhỹọọ̀zọ	'I heard something else.'
ị̀nụ́kwalọọ̀zọ or ị̀núkwalọọ̍zọ	'And have you heard again?'

ị̀nụ́nọọ̀zọ or ị̀nụ́nọọ̍zọ	'Have you heard again?'

Drill 12.4 Variation Drill on a Basic Sentence:

Key Word	Pattern	
	wèṭákwaram̍macị̀sị	'Also bring matches for me.'
yá	wèṭákwariya̍macị̀sị	
ọ̀zọ́	wèṭákwariyọ̍ọ̍zọ	'Also bring another for him.'
ányị̀	wèṭákwaraa̍nyọọ̍zọ	
ọ́kpọọ̀jọ	wèṭákwaraa̍nyọọkpọọ̀jọ	'Also bring (for) us another kind.'
ámaakọ̍	wèṭákwaraama̍akọ̍ọkpọọ̀jọ	'Also bring Amako another kind.'
básị̀kụl	wèṭákwaraama̍akọ̍basị̀kụl	'Also bring Amako 'Bicycle'.'
ŋwághị̍	wèṭákwaraŋwaghị̍basị̀kụl	'Also bring your child a bicycle.'
ég'o	wèṭákwaraŋwaghe̍eg'o	
ndọ́ọgọ̀ghí	wèṭákwarandọọgọ̀ghéeg'o	'Also bring (for) your in laws money.'
mír̃ìki	wètákwarandọọgọ̀ghị́mir̃ìki	'Also bring your in laws milk.'
ŋwíyèḿ	wèṭákwaraŋwiyèḿmir̃ìki	'Also bring my wife milk.'
ráị̀s	wèṭákwaraŋwiyèḿraị̀s	
cínyèr̃e	wèṭákwaracinyèr̃eráìsi	'Also bring Cinyere rice.'
ánụ	wèṭákwaracinyèr̃aánụ	

	wèţákwaracinyèr̃aánụ	
ǹnéghi̍	wèţákwarannegha̍anụ	'Also bring your mother meat.'
tọ́rọ	wèţákwarannegh i̍tọrọ	'Also bring three pence for your mother.'
íkpe (P.N.)	wèţákwariikpe̍tọrọ	

Note 12.2 Pronoun Prefix m(ụ):

1. m̀gịị́kwụ̍ghụụgwọ 'Am I to pay you (the debt)?'

This sentence illustrates the use of the 1st person singular pronoun /m(ụ)/ as a pronominal prefix in a question instead of as a suffix with prefix /a-/e-/. Alternatively the sentence might read:

2. àgamịị́kwụ̍ghụụgwọ

with similar meaning. The difference between these two questions is largely a matter of the degree of expectation on the part of the speaker. In sentence 1 he expects to pay the bill but is enquiring concerning the person to whom payment is to be made. In sentence 2 he is enquiring if he is to pay the bill. In short à---m̀(ụ) is somewhat more emphatically a question concerning the subject than is the alternative. The same alternation is possible with third person plural. However the 'matter of fact' question forms are:

m̀gịị́kwụ̍ghụụgwọ	'Am I ----?'
àgahịị́kwụghụụgwọ	'Are they ----?'

while the alternate forms are more emphatic of the person.

àgamịị́kwụ̍ghụụgwọ	'Am I ----?'
h̃àgịị́kwụ̍ghụụgwọ	'Are they ----?'

Drill 12.5 Variation Drill on a Basic Sentence with Pronoun prefix m(ụ):

Key Word	Pattern	
	m̀gɨɨ́kwụ̍ghụụgwọ	'Am I to pay you (the bill)?'
yá	ọ̀gɨɨ́kwụ̍ghụụgwọ	
ég'o	ọ̀gɨɨ́kwụ̍gheeg'o	'Is he to pay you (the money)?'
h̃á	àgah̃ɨɨ́kwụ̍gheeg'o	
ínye̍	àgah̃iínye̍gheeg'o	'Are they to give you [the] money?'
ányɨ̀	ànyɨgiínye̍gheeg'o	
ọ̀kụ́kọ̀	ànyɨgiínye̍ghọọkụkọ̀	'Are we to give you [a] chicken?'
únù	ànyɨgiínyu̍unọ̀ọkụ́kọ̀	
mụ́	m̀giínyu̍unọ̀ọkụ́kọ̀	
ɨ́zụ̍t̩ara	m̀gɨɨ́zu̍t̩aruunọ̀ọkụ́kọ̀	'Am I to buy and bring for you [a] chicken?'
h̃á	m̀gɨɨ́zụ̍t̩arah̃ọọkụkọ̀	'Am I to buy and bring for them [a] chicken?'
sìgaréèt'	m̀gɨɨ́zụ̍t̩arah̃asìgaréèt'i	'Am I to buy and bring for them cigarettes?'
íwèt̩ara	m̀giíwèt̩arah̃asigaréèt'i	'Am I to bring for them cigarettes?'
ọ́kpoo̍le	m̀giíwèt̩arah̃ọọ́kpoo̍le	'What kind am I to bring for them?'
únù	ùnugiíwèt̩arah̃ọọ́kpoo̍le	
ɨ́kwụ̍	ùnugɨɨ́kwụ̍h̃ọọkpoo̍le	'What kind are you to pay them?'
ányɨ̀	ùnugɨɨ́kwụ̍anyɨọkpoo̍le	'What kind will you pay us?'

	ùnugịị́kwụ̍anyịọkpoo̍le	
ég'o	ùnugịị́kwụ̍anyịeg'o	'Are you going to pay us money?'
h̃á	àgah̃ịị́kwụ̍anyịeg'o	'Are they going to pay us money?'
únù	àgah̃ịị́kwụ̍unèég'o	'Are they going to pay you money?'
ụ́gwọ	àgah̃ịị́kwụ̍unụ̀ụ́gwọ	'Are they going to pay you [the] debt?'
ég'oo̍le	àgah̃ịị́kwụ̍unèég'oo̍le	'How much are they going to pay you?'
mụ́	m̀gịị́kwụ̍unèég'oo̍le	'How much am I supposed to pay you?'

Note 12.3 Tone patterns of noun and pronoun subjects in relative (modifying) clauses:

òŋwer̃ehỹọ́ọ̀zịị́cọ̀rọ 'Is there something else you want?'

The sequence ị́cọ̀rọ in this sentence is a modifying (relative) clause. In the sample sentence there is no distinction between the tone pattern of the relative clause and that of a main clause. Compare:

ị́cọ̀rọ 'You (sg.) want.'

However, with other subjects there are differences. Note the paradigms:

Independent Clause		Relative Clause	
ácọ̀rọm	'I want'	hỹémcọ̀rọ	'thing I want'
ị́cọ̀rọ	'you (sg.) want'	hỹị́ịcọ̀rọ	'thing you want'
ọ́cọ̀rọ	'he (etc.) wants'	hỹọ́ọcọ̀rọ	'thing he wants'
ácọ̀rọ	'one wants'	hỹáacọ̀rọ	'thing one wants'
ńd'ụ̀cọrọ	'Ndu wants'	hỹéndụ̍cọ̀rọ	'thing Ndu wants'
cínyèr̃ecọrọ	'Cinyere wants'	hỹécinyèr̃écọ̀rọ	'thing Cinyere wants'

ǹjọ́k'ụ̍cọ̀rọ	'Njoku wants'	hỹénjọk'ụ̍cọ̀rọ	'thing Njoku wants'
ámaakọ̍cọ̀rọ	'Amako wants'	hỹáamaakọ̍cọ̀rọ	'thing Amako wants'
ányị̀cọrọ	'we want'	hỹáanyịcọ̀rọ	'thing we want'
únùcọrọ	'you (pl.) want'	hỹúunucọ̀rọ	'thing you want'
ácọ̀rọh̃a	'they want'	hỹáacọ̀rọh̃a	'thing they want'

The differences between independent and relative clauses in this paradigm are:

1. The first person singular pronoun is a prefix ḿ in the relative clause.
2. All pronoun and noun subject forms which normally end in low tone (Classes III and IV) occur with final non-low tone.

Note that Class I nouns, here represented by ámaakọ̍, Class II nouns, here represented by ǹjọ́kụ̍ and ànyị́ and Class III proper nouns, here represented by ńd'ụ̍ and cínyèr̃e, do not exhibit on their initial syllable(s) the tone patterns we would expect of modifying nouns (environment 4). Contrast:

I	hyáama̍akọ̍còroọ́r̃ụ	'Amako's thing needs work (i.e. repair).'
	hyáamaakọ̍cọ̀rọwéeg'o	'The thing Amako wants is money.'
II	hỹén̍jọk'ụ̍cọ̀rọọ́r̃ụ	'Njoku's thing needs repair.'
	hỹénjọk'ụ̍cọ̀rọwọ́ọ́r̃ụ	'The thing Njoku wants is work.'
	hỹáa̍nyịcọ̀rọọ́r̃ụ	'Our thing needs repair.'
	hỹáanyịcọ̀rọwụ́ọr̃ụ	'The thing we want is work.'
III	hỹén̍d'ụ̀cọrọọ́rụ̃	'Ndu's thing needs repair.'
	hyénd'ụ̍cọ̀rọwéeg'o	'The thing Nd'ụ wants is money.'
	hỹéci̍nyèr̃ecọrọọ́r̃ụ	'Cinyere's thing needs repair.'
	hỹécinyèr̃écọ̀rọwọ́or̃ụ̃	'The thing Cinyere wants is work.'

Instead these show the characteristic tone patterns (in their non-final syllables) of environment 1 (including the (´´) pattern of Class II nouns following non-low tones). Compare:

Environment 1		II
óri̍rọọkụkọ̀	He ate chicken.	(ọ̀kụ́kọ̀)
hỹọ́ọkụkọ̍cọ̀rọ	thing chicken wants	

However, in their finals, these nouns exhibit the tone patterns not of environment 1 but of environment 3. Compare:

Environment 3	
cínyèr̃áa̍nyɨ	'our Cinyere'
hỹécinyèr̃écọ̀rọ	'thing Cinyere wants'

The noun modified by the relative clause is in environment 3 and shows the appropriate tone patterns:

Environment 3	
únèr̃émgííre̍ere	'bananas that I am going to sell --'

Drill 12.6 Variation Drill on a Basic Sentence with Relative Clause:

Useful Word:

ɨ́ra̍ (H) to lick, to lap

Key Word	Pattern	
	ọ̀ŋwer̃ehỹọ́ọ̀ jɨɨ́cọ̀rọ	'Is there something else you want?'
ákwụkwọ	ọ̀ŋwer̃aákwụkwọọ̀ jɨɨ́cọ̀rọ	'Is there another book you want?'
únù	ọ̀ŋwer̃aákwụkwọọ̀ juúnucọ̀rọ	
íŋwe̍	ọ̀ŋwer̃ákwụkwọọ̀ juúnuŋwe̍r̃e	'Is there another book you have?'

	òŋwer̃ákwụkwọọ̀ ȷuúnuŋwe̍r̃e	
úyò	òŋwer̃uúyo̍ọ̀ ȷọúnuŋwe̍r̃e	'Have you another house?'
yá	òŋwer̃uúyọ̍ọ̀ ȷoóŋwe̍r̃e	
ị́zụ̍	òŋwer̃uúyọ̍ọ̀ ȷọọ́zụ̀rụ	'Is there another house he bought?'
ọ́gw̃'ụ̀	òŋwer̃ọọ́gw̃'ọ̍ọ̀ ȷọọ́zụ̀rụ	'Is there other medicine he bought?'
ńdaah̃à	òŋwer̃ọọ́gw̃'ọ̍ọ̀ ȷọńdaah̃a̍zụ̀rụ	'Is there other medicine those people bought?'
ị́ŋụ̍	òŋwer̃ọọ́gw̃'ọ̍ọ̀ ȷọńdaah̃a̍ŋụ̍r̃ụ	'Is there other medicine those people took?'
ḿmịị̃	òŋwer̃eḿmịị̃ọ̀ ȷọńdaah̃a̍ŋụ̍r̃ụ	
ŋwóok'aà	òŋwer̃eḿmịịọ̀ ȷọŋwóok'aa̍ŋụ̍r̃ụ	'Is there other wine that fellow drank?'
íku̍ru	òŋwer̃eḿmịịọ̀ ȷọŋwóok'aa̍ku̍uru	'Is there other wine that fellow dipped up (for) himself ?'
ófe	òŋwer̃oófọọ̀ ȷọŋwóok'aa̍ku̍uru	
ŋwán̍nem	òŋwer̃oófọọ̀ ȷọŋwán̍nemku̍uru	'Is there other soup my brother dipped up?'
íshi̍	òŋwer̃eófọọ̀ ȷọŋwán̍nemshìri	
r̃í	òŋwer̃er̃íọ̀ ȷọŋwán̍nemshìri	'Is there other food my wife cooked?'
ŋwíỹè	òŋwer̃er̃íọ̀ ȷọŋwíỹèḿshìri	
ị́zụ̍ţa	òŋwer̃er̃íọ̀ ȷọŋwíỹèḿzụ̀ţara	'Is there other food my wife bought?'

	òŋwer̃er̃íọ̀ jọŋwíỹèḿzụ̀t̩ara	
épe	òŋwer̃eépọọ̀ jọŋwíỹèḿzụ̀t̩ara	
ǹjọ́k'ụ̍	òŋwer̃eépọọ̀ jọnjọ́k'ụ̍zụ̀t̩ara	'Are there other oranges Njoku bought?'
ị́ra̍	òŋwer̃eépọọ̀ jọnjọ́k'ụ̍ra̍ra	'Are their other oranges Njoku sucked (licked)?'
únèr̃e	òŋwer̃uúnèr̃ọ́ọ̀ jọnjọ́k'ụ̍ra̍ra	
ghị́	òŋwer̃uúnèr̃ọ́ọ̀ jịị́ra̍ra	
íre̍	òŋwer̃uúnèr̃ọ́ọ̀ jiíre̍re	'Are there other bananas you sold?'
ńhỹe	òŋwer̃eńhỹọọ̀ jiíre̍re	
ị́cọ̍	òŋwer̃eńhỹọọ̀ jịị́cọ̀rọ	

Drill 12.7 Review Drill - íji̍ in a subordinate clause expressing means followed by the Progressive Form of the Verbal noun:

Useful Word:

hỹémẹ̍r̃e	reason why

Key Word	Pattern	
	òlóó̍t'ùíjì ázàgháé̍zhi	'How are you sweeping the compound?'
ị́fụ̀	òlóó̍t'ùị́jì áfụ̀ghéé̍zhi	'How come you're constantly going outside?'
únù	òlóó̍t'ụ̀únujì áfụ̀ghéé̍zhi	'How come you (pl.) are always going outside?'
hỹémé̍ře	òléé̍hỹemé̍řeunujì áfùghéé̍zhi	'What's the reason [that] you are constantly going out?'
íshi̍	òléé̍hỹemé̍řeunujì ẹ̀shígheé̍zhi	'What's the reason [that] you are going through the compound?' ('using the compound and going through')
ị́nọ̀neezhí	òléé̍hỹemé̍řeunujì ánọ̍ghalèezhí	'What's the reason [that] you are [planning to] stay outside?'
gíri̍mèře	gíri̍mèřuúnùjì ánọ̍ghalèezhí	'What happened (and) [that] you are about to remain outside?'
ị́fụ̀ṭeezhí	gíri̍mèřuúnujì áfụ̀tágheé̍zhi	'What happened [that] you are about to (intend to) come outside?'
ọ́cọ̀rịị́má̍hỹe	ọ́cọ̀rịị́má̍hỹuunujì áfụ̀tágheé̍zhi	'He wants to know how you are going to come outside?'

ɨ́ma̍r̃a	ọ́cọ̀rɨɨ́ma̍r̃ahỹuunujì áfʉ̀tághee̍zhi	'He wants to comprehend why you are going to come outside.'
ɨ́r̃ʉ̍ọr̃ʉ	ọ́cọ̀rɨɨ́ma̍r̃ahỹuunujì àr̃ʉ́ghọọr̃ʉ̍	'He wants to comprehend how come you are working.'
m̀me	ọ́cọ̀rɨɨ́ma̍r̃am̀muúnujì àr̃ʉ́ghọọr̃ʉ̍	'He wants to comprehend when you work.'
ɨ́ga̍	ọ́cọ̀rɨɨ́ma̍r̃am̀muúnujì àgághọọr̃ʉ̍	!He wants to comprehend when you go to work.'
mʉ́	ácọ̀rọmɨɨ́ma̍r̃am̀muúnujì àgághọọr̃ʉ̍	
áhya	ácọ̀rọmɨɨ́ma̍r̃am̀muúnujì àgághaahya̍	
àmághɨ̍m	àmághi̍m̀muúnujì àgághaahya̍	
yá	ọ̀mághɨ̍m̀muúnujì àgághaahya̍	
òlée̍	òlée̍m̀muúnujì àgághaahya̍	'When do you go to market?'
íri̍r̃i	òlée̍m̀muúnujì èrígher̃i̍	
hỹé	òlée̍hỹeunujì èrígher̃i̍	'What are you eating with?'
ɨ́ŋʉ̍m̀m̀ɨɨ	òlée̍hỹeunujì àŋʉ́gham̀mɨi	'What are you drinking wine out of?' or 'You're drinking wine along with what (to eat)?'
h̃a	òlée̍hỹeejìha àŋʉ́ghammɨ̀ɨ	'What are they drinking wine out of?'

Unit 13

Pronunciation	Structure
-tìtí-	
kéème	
òlée̍bị̍ị̍gàrakéème	òlée̍-ebe-ị̍-gàra-kéème
-èhiáh̃ụ̀riík'e-	èhi-á-h̃ụ̀rụ-ík'e
ágàramlíiyi̍	á-gàra-m-lá-iyi̍
-tìtí-	
ígwùmír̃i̍	(L) ígwù-mír̃i̍
ìj'eriígwùmír̃i̍	ì-j'ere-ígwù-mír̃i̍
-èhiáh̃ụ̀riík'e-	
-h̃a	(suffix of past negative)
èj'éh̃a̍m	è-j'é-h̃a̍-m
ẽ́'ẽ̀ èj'éh̃a̍miigwùmír̃i̍	ẽ́'ẽ̀ è-j'é-h̃a̍-mụ-igwù-mír̃i̍
-tìtí-	
ìj'ekwenir̃iíme̍giri̍	ì-j'ekwenir̃i-íme̍-giri̍
-èhiáh̃ụ̀riík'e-	
ígbu̍	(H)
ígbu̍az̃ụ̀	ígbu̍-az̃ụ̀
éj'èremiígbu̍az̃ụ̀	é-j'ère-mụ-ígbu̍-az̃ụ̀
-tìtí-	

Basic Sentences

Spelling	English
-Titi-	(proper name for a female)
keeme	since, for the past period, ago
Ole ebe i gara keeme?	Where have you been? (Where did you go during the past period?)
-Ehiahurike-	in God's time ('the day strength is seen' - proper name for a male)
A gara m n'iyi.	I went to the river.
-Titi-	
igwu miri	to swim
I jere igwu miri?	Did you go to swim?
-Ehiahurike-	
ha	didn't
ejeham	I didn't go
Ee, eje ham igwu miri.	No, I didn't go to swim.
-Titi-	
Ije kweniri ime gini?	What did you go to do?
-Ehiahurike-	
igbu	to kill, to hunt
igbu azu	to catch fish
Ejere m igbu azu.	I went to catch fish.
-Titi-	

ígbụ̍te

ìgbụ́teere ì-gbụ́teere

-èhiáh̃ụ̀riík'e-

ée ↑ égbụ̍teerem̍

-tìtí-

ọ̀dọ́kọ̀rọ́

ìgbụ́terọọ̍dọkọ̀rọ́ ì-gbụ́tere-ọ̍dọkọ̀ró

-èhiáh̃ụ̀riík'e-

ée ↑ égbụ̍teremọọ̍dọkọ̀ró ée ↑ é-gbụ̍tere-mụ-ọ́dọkọ̀rọ́

-tìtí-

òŋwer̃éndịịgìíré̍ere ọ̀-ŋwer̃e-ndị́-ị-gà-íré̍-ere

-èhiáh̃ụ̀riík'e-

ŋwáànyị

-kọ (adv. suffix-mutual action)

ízù (L)

ízùkọ (L) ÷

ńzụ̀kọ́

ímé̍nzụ̀kọ́ ímé̍-nzụ̀kọ́

ọ̀dị́ghị̀ ŋwáànyị́mnèeménzụ̀kọ́ ŋwáànyị-ḿ-nà-emé-nzụ̀kọ́

-tìtí-

cí

igbute	to succeed in killing
I gbuteere?	Did you actually succeed in catching (any)?
-Ehiahurike-	
E, egbuteere m.	Yes, I did catch (some).
-Titi-	
ọdọkọrọ	plenty, a lot
I gbutere ọdọkọrọ?	Did you catch a lot?
-Ehiahurike-	
E, egbutere m ọdọkọrọ.	Yes, I caught a lot.
-Titi-	
O nwere ndi i ga ire ere?	Are there some you're going to sell (a selling)?
-Ehiahurike-	
nwanyi	woman ('wife', when possessed)
izu	to meet
izukọ	to meet together
nzukọ	meeting, (a) get together
ime nzukọ	to hold a meeting, to have a party
Ọdighi. Nwanyim na eme nzukọ.	No. My wife is having a party.
-Titi-	
chi	day

ị́bọ̀	(L)
kàcíbọ̀ọ́	kà-cí-bọ̀ọ́

ọ́dị̀ḿmà kàcíbọ̀ọ́

-èhiáh̃ụ̀riík'e-

làwánị

Drill 13.1 Variation Drill on a Basic Sentence:

Useful Words:

ị́gbáẓhị	to negotiate a loan
ị́gbáẓhịị̃	to lend to
ị́gbáẓhịṭe	to borrow from

Key Word	Pattern	
	òŋweřéndịịgìíre̍ere	'Are there some you are going to sell?'
únù	òŋweřénduunùgiíre̍ere	
kè	òŋweřekuúnùgiíre̍ere	'Is there one you are going to sell?'
yá	òŋweřekọ́ọgìíre̍ere	
h̃á	òŋweřekaágàh̃iíre̍ere	'Is there one they are going to sell?'
ị́zụ̍ṭaazụṭa	òŋweřekaágàh̃ịị́zụ̍ṭaazụṭa	'Is there one they are going to purchase?'
édè	òŋweřeédèágàh̃ịị́zụ̍ṭaazụṭa	'Are there coco yams they are going to buy?'

ibọ	to rise (of sun, moon etc.)
kachibọọ	goodnight ('may the day rise')

Odi nma. Kachibọọ.	O.K. Goodnight.

-Ehiahurike-

Lawani.	Goodbye.

	òŋwer̃eédèágàh̃ịị́zụ̍ṭaazụṭa	
á	òŋwer̃eédèágị̀ị́zụ̍ṭaazụṭa	
ánụ	òŋwer̃aánụagị̀ị́zụ̍ṭaazụṭa	'Is there meat that one is to buy? (i.e. Do we need to buy meat?)
ínye̍m	òŋwer̃aánụagìínye̍m	'Is there meat to be given me?'
áz̃ụ̀	òŋwer̃aáz̃ụ̀ágìínye̍m	
únù	òŋwer̃aáz̃ụ̀únùgìínye̍m	
ákwụkwọ	òŋwer̃aákwụkwuunùgiínye̍m	'Is there a book you're going to give me?'
ị́gba̍z̃hịị̃	òŋwer̃aákwụkwuunùgịị́gba̍z̃hịị̃m	'Is there a book you're going to lend to me?'
ghị́	òŋwer̃aákwụkwịịgị̀ị́gba̍z̃hịị̃m	
ég'o	òŋwer̃eég'ịịgị̀ị́gba̍z̃hịị̃m	
ị́gba̍z̃hịị̃r̃ị	òŋwer̃eég'ịịgba̍z̃hịị̃r̃ịm	'Is there money you lent me?'
yá	òŋwer̃eég'ọọgba̍z̃hịị̃r̃ịm	

	òŋwer̃eég'ọọgbá̍žhịị̃r̃ịm	
ghị́	òŋwer̃eég'ọọgbá̍žhịị̃r̃ịghị	'Is there money he lent you?'
íkwe̍	òŋwer̃eég'ọọkwèreghị́	'Is there money he promised you?'
ŋwáànyị	òŋwer̃eŋwáànyọọ́kwèreghị́	'Is there a wife he promised you?'
mụ́	òŋwer̃eŋwáànyịḿkwèreghị́	
ńhỹọọ̀zọ	òŋwer̃eńhỹọọ̀zọḿkwèreghị́	'Is there something else I promised you?'
íwèṭa	òŋwer̃eńhỹọọ̀zọḿwèṭaaraghị́	'Is there something else I brought for you?'
h̃á	òŋwer̃eńhỹọọ̀zeéwèṭaarah̃aghị́	

Note 13.1 The Negative of the RA form with suffix h̃a

èȷ'éh̃a̍miigwùmír̃i̍ 'I didn't go to swim.'

This negative sentence occurred in the dialogue as answer to a sentence using the RA form for past time. In some situations the RA form translates a present in English e.g. ácọ̀rọm 'I want'. In such cases the negative with -ghị may be used with the present sense:

àcọ́ghị̍m 'I don't want.'

while that with -h̃a is commonly used with the past sense:

àcọ́ha̍m 'I didn't look for.'

The distinction, however, is not clearly one of present and past as in English. The distinction is between a completed and an incompleted action, but with verbs which denote a state such as íŋwe̍ 'to have' the Igbo will say either

òŋwéghi̍ or òŋwéh̃a̍

for 'he doesn't have' since this may be conceived as a completed situation which is being reported after the fact. The tonal patterns of negatives with -h̃a are identical with those of negatives with -ghị (see Note 8.1).

Drill 13.2 Negative with h̃a

a) With (L) Verbs:

Key Word	Pattern	
	ègwúh̃àmmír̃i̍	'I didn't swim.'
yá	ògwúh̃àmír̃i̍	
ícèécìce	òcéh̃èécìce	'He didn't think.'
h̃á	ècéh̃àh̃eécìce	
ífèezhíya̍	èféh̃àh̃eezhíya̍	'They didn't pass his compound.'
ányị	ányeefèh̃ezhíya̍	
ị́yị̀ịgbụ́ru	ányaayòh̃ịịgbụ́rụ	'We didn't sift cassava.'
cínyèr̃e	cínyèr̃aáyọ̀h̃ịịgbụ́rụ	
íkèleọ́b'ỹàã	cínyèr̃eékèleh̃ọ̀ọ́b'ỹàã	'Cinyere didn't greet [the] guests.'
únù	úneekèleh̃ọọ́b'ỹàã	
ị́fụ̀ţeezhí	únaafụ̀ţah̃eezhí	'You didn't come outside.'
mụ́	àfụ́ţàh̃ameezhí	
ị́kọ̀jí	àkọ́h̃àmjí	'I didn't cultivate yams.'
ámaakọ̍	ámaakọ̍akọ̀h̃ají	
ị́zàala	ámaakọ̍azàh̃aala	'Amako didn't sweep the floor.'

	ámaakọ̍azàh̃aala	
yá	ọ̀záh̃àala	
ị́nọ̀ŋgáà	ọ̀nọ́h̃àŋgáà	'He wasn't here.'

b) With (H) Verbs:

Key Word	Pattern	
	òŋwéh̃a̍aŋwụ̀́r̃ụ	'He didn't have tobacco.'
h̃á	èŋwéha̍h̃àáŋwụ̀r̃ụ	'They didn't have tobacco.'
ányị̀	ányeeŋwe̍h̃aaŋwụ̀r̃ụ	'We didn't have tobacco.'
ị́gbụ̍ţaaz̃ụ̀	ányịegbụ̍ţah̃aaz̃ụ̀	'We didn't catch fish.'
mụ́	egbúţa̍h̃amaaz̃ụ̀	'I didn't catch fish.'
ị́kpụ̍ọb'ỹàã	akpụ́h̃a̍mọọb'ỹàã	'I didn't entertain guests.'
yá	ọ̀kpụ́h̃ọ̍ọb'ỹàã	'He didn't entertain guests.'
íri̍gàrí	òríh̃a̍gàrí	'He didn't eat gari.'
h̃á	èríh̃a̍h̃àgarí	'They didn't eat gari.'
ị́kwụ̍eg'o	àkwụ́h̃a̍h̃èég'o	'They didn't pay.'
únù	únaakwụ̍h̃eeg'o	'You didn't pay.'
íwi̍iwe	úneewe̍h̃iiwe	'You didn't get angry.'
ńd'ụ̀	ńd'ụ̀éwe̍h̃iiwe	'Ndu didn't get angry.'
mụ́	èwéh̃a̍miiwe	'I didn't get angry.'
ị́r̃ụ̍ọr̃ụ	àr̃ụ́h̃a̍mọọr̃ụ	'I didn't work.'
yá	ọ̀r̃ụ́h̃ọ̍ọr̃ụ	'He didn't work.'
ị́g'ụ̍akwụkwọ	ọ̀g'ụ́h̃a̍akwụkwọ	'He didn't read.'

c) With (HL) Verbs:

Key Word	Pattern	
	èj'éh̃a̍maahya	'I didn't go to market.'
ńd'ụ̀	ńd'ụ̀éj'e̍haahya	
ị́lụụyọ̀	ńd'ụ̀ála̍h̃ụụyọ̀	'Ndu didn't go home.'
únù	únaala̍h̃ụụyọ̀	
ị́ma̍ţaya	únaama̍ţah̃ịya	'You didn't find it out.'
cínyèr̃e	cínyèr̃aáma̍ţah̃ịya	
ízụ̍rụunèr̃e	cínyèr̃eázụ̍rụh̃uunèr̃e	'Cinyere didn't purchase bananas.'
ányị̀	ányaazụ̍rụh̃uunèr̃e	
ị́yọ̍aba	ányaayọ̍h̃aaba	'We didn't return to Aba.'
mụ́	àyọ́h̃a̍maaba	
ị́h̃ụ̍dọktọ̀	àh̃úh̃a̍mdọktọ̀	'I didn't consult [the] doctor.'
ǹjọ́k'ụ̍	ǹjók'u̍ah̃ụ̍h̃adọktọ̀	
íŋwe̍ik'eimi̍ya	ǹjọ́k'ụ̍eŋwe̍h̃iik'eimi̍ya	'Njoku couldn't do it.'

Note 13.2 The emphatic past form of verbs:

ìgbúţeere	'Did you actually catch [any]?'
ée égbúţeerem̍	'Yes I did catch [some].'

These two forms exhibit a high tone vowel suffix (suffixed to the adverbial suffix /-ţe/), and the resultant form is one of the suffixed forms which provide environment 2 for following nouns (and pronouns - note /-m̍/ with mid tone characteristic of the form in environment 2).

Since ígbu̍ is a (H) class verb, there is no distinction here between the RA form and the emphatic form illustrated except the vowel suffix and the mid tone on /m̍/. Compare:

and	égbu̍t̩erem	'I caught'
	égbu̍teerem̍	'I did catch'

With (L) and (HL) verbs, however, there is a further tone distinction. Compare:

écèrem	'I thought'
écèérem̍	'I did think'

Note that the root plus the vowel suffix is identical with the consecutive form of the verb, cèé (and in (L) class with the imperative).

Compare the forms of an (HL) verb:

ágàram	'I went'
ága̍aram̍	'I did go'

In this latter form it is clear that the root plus suffix has the tone pattern of the subsequential verb and the perfect form, gáa and ága̍alam̍ and not that of the imperative, gàá. However, note that in the case of stems with vowel /i, ị, u or ụ/ the vowel suffix preceeding the RA suffix of the emphatic form does not shift to /e, a, o or ọ/ as it does in the coordinate and perfect forms. Compare:

H:	ŋụ́ọ	'drink!'
	ŋụ́ọ	(coordinate verb)
	áŋụ̍ọnam̍	'I have drunk'
	áŋụ̍ụrụm̍	'I did drink'
	(Compare áŋụ̍fụm	'I drank')

HL:	shìé	'cook!'
	shíe	(subsequential verb)
	éshi̍ele̍m	'I have cooked'
	éshi̍irim̍	'I did cook'
	(Compare éshìrim	'I cooked')
L:	vụ̀ọ́	'dig out!'
	vụ̀ọ́	(coordinate verb)
	ávụ̀ọ́lam̍	'I have dug out'
	ávụ̀ụ́rụm̍	'I did dig out'
	(Compare ávụ̀rụm	'I dug out')

After ányị̀, únù and noun subjects the emphatic form exhibits the same vowel prefixes (/a/ or /e/) with the same tones seen in the perfect:

ányìegbúteere	'We did catch.'
ányìákọ̀ọ́rọji̍	'We did cultivate yams.'

(H or HL) verbs, like ị́zụ̍rụ 'to buy for', which have a RA adverbial suffix, do not differ in their emphatic past form from the verb lacking the RA adverbial suffix. Compare:

ị́zụ̍epe	'to buy oranges'
ọ́zụ̀reépe	'he bought oranges'
ị́zụ̍rụepe	'to buy (oneself) oranges'
ọ́zụ̀ụreépe	'he bought himself oranges'
ọ́zụ̍ụreepe̍	'he did buy oranges' 'he did buy himself oranges'

Verbs with other adverbial suffixes such as -ṭe/-ṭa, however, are regular in this form. Compare:

í̩ma̍t̩a	'to comprehend'
ó̩màt̩ara	'he comprehended'
ó̩ma̍t̩aara	'he did comprehend'
í̩ma̍	'to know'
ó̩màr̃a	'he knew' (rarely occurs)
ó̩ma̍ar̃a	'he did know (he did realize)'

but contrast:

í̩ma̍r̃a	'to realize'
ó̩màar̃a	'he realized'
ó̩ma̍ar̃a	'he did realize (he did know)'

Drill 13.3 The Emphatic Past Form

a) Transformation Drill:

Key Word	RA Form	Emphatic Form
	áŋu̩̍r̃u̩mmir̃i̍	áŋu̩̍u̩ru̩m̍mir̃i̍
yá	ó̩ŋu̩̍r̃u̩mir̃i̍	ó̩ŋu̩̍u̩ru̩mi̍r̃i
í̩zu̩̍ahya	ó̩zù̩raáhya	ó̩zu̩̍u̩raahya̍
ányì̩	ányì̩zu̩raáhya	ányì̩azú̩u̩raahya̍
ífùezhí	ányìfureezhí	ányìáfùúree̍zhi
ńd'ù̩	ńd'ùfureezhí	ńd'ùáfùúree̍zhi
í̩kòédè	ńd'ùko̩reédè	ńd'ùákò̩ó̩reedè
mú̩	ákò̩ro̩meédè	ákò̩ó̩ro̩me̍edè
íku̍mir̃i̍	éku̍rummir̃i̍	éku̍urum̍mir̃i̍
ghí̩	íku̍rumir̃i̍	íku̍urumi̍r̃i
í̩ŋu̩̍mmi̩i̩	í̩ŋu̩̍r̃u̩mmi̩i̩	í̩ŋu̩̍u̩r̃u̩mmì̩i̩
ámaako̩̍	ámaako̩̍ŋu̩r̃u̩mmi̩i̩	ámaako̩̍aŋu̩̍u̩r̃u̩mmì̩i̩

	ámaakọ̍ŋụr̃ụmmịị	ámaakọ̍aŋụ̍ụ̍r̃ụ̍mmị̀ị
íj'e̍aba	ámaakọ̍j'èraabá	ámaakọ̍ej'e̍eraa̍ba
ŋwáànyịyá	ŋwáànyịyáj'èraabá	ŋwáànyiyéej'e̍eraa̍ba
íri̍anụ	ŋwáànyịyári̍rianụ	ŋwáànyịyéeri̍irianụ
h̃á	érìrih̃aánụ	éri̍irih̃àánụ
íbyàŋgáà	ábyàrah̃aŋgáà	ábya̍arah̃àŋgáà

b) Transformation Drill - Verbs with Adverbial Suffixes:

Key Word	RA Form	Emphatic Form
	áfụ̀ţareezhí	áfụ̀ţáaree̍zhi
mụ́	áfụ̀ţarameezhí	áfụ̀ţáarame̍ezhi
ị́zụ̍ţaakw̃'a	ázụ̀ţaramaakw̃'á	ázụ̍ţaarama̍akw̃'a
ányị̀	ányịzụţaraakw̃'á	ányìazụ́ţaaraa̍kw̃'a
yá	ọ́zụ̀taraakw̃'á	ọ́zụ̍ţaaraa̍kw̃'a
ị́zụ̍c'eepe	ọ́zụ̀c'areépe	ọ́zụ̍c'aareepe̍
ghị́	ị́zụ̀c'areépe	ị́zụ̍c'aareepe̍
íwèreédè	íwèereédè	íwèéreedè
únù	únùweereédè	únùéwèéreedè
mụ́	éwèeremeédè	éwèéreme̍edè
íwèţaḿmịị	éwèţaramḿmịị	éwèţáaramm̍mịị
ńd'ụ̀	ńd'ụ̀weţaraḿmịị	ńd'ụ̀éwèţáarammị̀ị
ị́kwụ̍shị	ńd'ùkwụ́shịrị	ńd'ùakwụ́shịịrị
yá	ọ́kwụ̍shịrị	ọ́kwụ̍shịịrị
ị́nọ̀dụ́àla	ọ́nọ̀dụraala	ọ́nọ̀dụ́ụrụàla
h̃á	ánọ̀dụrụh̃áàla	ánọ̀dụ́ụrụh̃àala

Supplement to Unıt 13

Pronuncıatıon	Structure
ɨ́ghọ̍ṭa	(HL ÷)
ɨ̀ghọṭara àghọ́ṭa̍h̃amnhỹııkwùru	ɨ̀-ghọṭara à-ghọ́ṭá̍-ha-m-nhỹe-ı-kwùru
ànụ́h̃a̍mnhỹııkwùru	à-nụ́-h̃a̍-m-nhỹe-ı-kwùru
ɨ̀laaghọ́ṭa	ɨ̀-la-aghọ́ṭa
ée ↑ ánàmaaghọ́ṭa bík'o̍ kwùkwọ́ọ̍zọ	ée ↑ á-nà-mụ-aghọ́ṭa bík'o̍ kwùkwé-ọ̍zọ
òlóo̍t'uununee̍jàasɨ́ 'thank you' lo̍okwııgbo	òlée̍-òt'u-unu-na-e̍jè-asɨ́ 'thank you' lá-okwu-ìgbo

Some Useful Expressions

Spelling	English
ighọta	to grasp, to get hold of, to understand
I ghọtara?	Did you understand?
Aghọtaha m ihe i kwuru.	I didn't understand what you said.
Anuha m ihe i kwuru.	I didn't get ('hear') what you said.
I na aghọta?	Do you understand? ('Are you getting hold of [it]?')
E, ana m aghọta.	Yes, I get it.
Biko, kwukwe ọzọ.	Please repeat. ('Please say again another.')
Ole otu unu na eje asi 'thank you' n'okwu Igbo?	How do you say 'thank you' in Igbo. ('What manner you are accustomed to say 'thank you' in Igbo speech?')

Unit 14

Pronunciation		Structure
	-cúkwumà-	cúkwu-mà
ì̩f̃ú̩w̃anae̍		ì̩-f̃úw̃ana-e̍
	-ḿmadì̩láaka-	ḿma-dì̩-lá-aka
ánya		
ée ányaghi̩̍dì̩ńhỹaà		ée ánya-ghi̩̍-dì-ńhỹe-à
	-cúkwumà-	
ó̩gò̩ḿŋwaànyi̩		ó̩gò̩-ḿ-ŋwaànyi̩
ée ó̩gò̩ḿŋwaànyi̩		ée ó̩gò̩-ḿ-ŋwaànyi̩
àhu̩o̩di̩kwaghí̩[1]		àhu̩-o̩-di̩kwa-ghí̩
	-ḿmadì̩láaka-	
ée ó̩u̩̍mnò̩ó̩f̃u̩		ée ó̩-wu̩̍-m-nà-ó̩f̃u̩
	-cúkwumà-	
ŋwáàyo̩		
wèréŋwaàyo̩		

Basic Sentences

Spelling		English
	-Chukuma-	God knows (proper name for a male)
I ruwana-e?		Hello! ('Have you there started to work?')
	-Nmadil'aka-	beauty is in hand (proper name for a female)
anya		eye
E, anya gi di ihea.		Yes, I've not seen you in a long while. ('your eyes are this thing!')
	-Chukuma-	
ọgọm nwanyi		my mother in law ('my relative in law - female')
E, ọgọm nwanyi.		Yes, my mother-in-law.
Ahu ọ di kwa gi?		And are you well? (Body, and is it you?)
	-Nmadil'aka-	
E, ọbụ mu na ọlu.		Yes, I've been busy. (It is I and work.)
	-Chukuma-	
nwayọ		gentle, easy
Were nwayọ.		Take it easy!

dúùm	
m̀medúùm	m̀me-dúùm
m̀medúùmḿh̃ụ̀r̃ụghị́	m̀me-dúùm-ḿ-h̃ụ̀r̃ụ-ghị́
yáụ̍ghịlọ̀ọ́r̃ụ	yá-wụ̍-ghị-là-ọ́r̃ụ
òléeŋ̀gịị́r̃ụ̍ghuugbuè	òlée̍-ŋ̀ga-ị́-r̃ụ̍gha-úgbuà

-ḿmadị̀láaka-

íme̍c'a	
émec'aa	é-mec'aa
ị́kọ̍	(H)
ị́kọ̍rọ	(H +)
gị́yọ émec'aa ↑ máa̍kọrọghị̍	ghị́-yọ e-mec'aa ↑ mụ́-a̍kọrọ-ghị̍

-cúkwumà-

òlée̍m̀mọọ́wụ̍	òlée̍-m̀me-ọ́-wụ̍

-ḿmadị̀láaka-

écı

-cúkwumà-

ị́kà	(L)
ị̀keécıke̍laa̍byaa̍bya/ ị̀keécıla̍abyaa̍bya	ị̀-ka-écı-ke̍-la-abya-a̍bya

-ḿmadị̀láaka-

ée écıkeè

dum	every, all
mgbe dum	always
Mgbe dum m huru gı, ya bu gı na ọlu.	Whenever I see you ('always when I see you') you're busy ('ıt ıs you and work').
Ole nga ı rugha ugbua?	Where are you workıng nowadays?

-Nmadıl'aka-

ımecha	to be fınıshed/done
emechaa	afterwards ('when/ıf ıt ıs fınıshed doıng')
ıkọ	to narrate, to converse
ıkọrọ	to narrate for
Gı lọ, emechaa, mu akọrọ gı.	When (ıf) you return, afterwards, I'll (then) narrate for you.

-Chukuma-

Ole mgbe ọ bu?	When wıll that be?

-Nmadıl'aka-

Echı.	Tomorrow.

-Chukuma-

ıka	to say, to mean
I ka echı na abıa abıa?	You mean thıs comıng tomorrow?

-Nmadıl'aka-

E, echı nkea.	Yes, (thıs) tomorrow.

-cúkwumà-

ọ́dɨ̀ḿmaa̍

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[1] Class two common nouns (ˋˊ) have a tone pattern low low (ˋˋ) before low-tone pronominal prefixes in questions.

Note 14.1 Potential Clauses

In Igbo a 'potential' clause at the beginning of a sentence carries a sense either 'if' or 'when' depending largely on the following clause. The examples of such clauses which have occurred in dialogues to date are:

yáyọ	'if (when) he returns ---- '
gɨ́yọ	'when (if) you return ---- '

The form of the verb in the potential clause is like the subsequential form but with a subject (noun or independent pronoun) preceding. The verb has a vowel suffix and in (H) and (HL) verbs the root is high in tone. The pronoun and the verb are uniformily high (i.e. there is no mid tone). With (L) verbs the verb root is low but the suffix is high. Examples:

(H)	ḿŋuọmmɨ̀ɨ̃	'if I drink wine'
(HL)	yáȷ'eeahya̍	'if he goes to market'
(L)	ányɨvụ̀ọ́edè	'if we dig out coco yams'

-Chukuma-

Ọ di nma.	Thats O.K.

With verbs with adverbial suffixes the adverbial suffix substitutes (with high tone) for the vowel suffix:

(H)	gɨ́s̃ac'aaakwà	'If you finish washing the laundry ---- '
(HL)	únuzụrụepe̍	'If you buy oranges ---- '
(L)	h̃áfùţée̍zhi	'If they come outside ---- '

A noun object following a verb in the potential form is in environment 2 (sec Note 9.2).

The forms of the independent pronouns preceding potential clauses are:

	Sg.	Pl.
1	m-	ányɨ
2	gɨ́/gí	únu
3	yá	h̃á

Drill 14.1

a) Potential Clauses followed by the Future phrase:

Key Word	Pattern	
	gị́ya ↑ ágàmịị́ŋụ̍mmịị	'When/if you return, I'm going to drink wine.'
cikwe	cíkwe ágàmịị́ŋụ̍mmịị	'If God permits, I'm going to drink wine.'
ị́ga̍aba	cíkwa ↑ ágàmịị́ga̍aba	'If God permits, I'm going to go to Aba.'
yábya	yábya ↑ ágàmịị́ga̍aba	'If he comes, I'm going to go to Aba.'
yá	yábyọ ↑ ọ́gị̀ị́ga̍aba	'If he comes, he's going to go to Aba.'
íwèṭarameég'o	yábyọ ↑ ọ́gìíwèṭaramég'o	'If he comes, he's going to bring me money.'
h̃ákwe	h̃ákwọ ↑ ọ́gìíwèṭaramég'o	'If they agree, he's going to bring me money.'
ị́la̍ala	h̃ákwọ ↑ ọ́gị̀ị́la̍ala	'If they agree, he's going to go home.'
yáwụruleezhi	yáwụrụleezhi ọ́gị̀ị́la̍ala	'If she is in the compound, he's going to go home.'
ágàmiínye̍shiniàṭọ́	yáwụrụleezhi ágàmiínye̍shiniàṭọ́	'If he's in the compound, I'm going to give 3 shillings.'

ég'odɨrɨ	ég'odɨrɨ ágàmıínye̍shınìatọ́	'If there were money, I would give 3 shilling.'
ányɨ̀gɨɨ́zụ̍r̃ı	ég'odɨra ↑ ányɨ̀gɨɨ́zụ̍r̃ı	'If there were money, we would buy food.'
mụ́	ég'odɨra ↑ ágàmɨɨ́zụ̍r̃ı	'If there were money, I'd buy food.'
ínye̍ghɨedè	ég'odɨra ↑ ágàmɨínye̍ghıedè	'If there's money, I'm going to give you coco yams.'
gínyem̍jı	gínyem̍jı ágàmıínye̍ghıedè	'If you give me yams, I'm going to give you coco yams.'
ɨ́kwụ̍ghụụgwọ	gínyemji̍ ágàmɨɨ́kwụ̎ghụụgwọ	'If you give me yams, I'm going to pay you (debt).'
gɨ́r̃uc'aaọr̃ụ̍	gɨ́r̃uc'aaọr̃ụ̍ ágàmɨɨ́kwụ̍ghụụgwọ	'If you finish the work, I'm going to pay you (debt).'
ég'odɨrɨ	ég'odıra ↑ ágàmɨɨ́kwụ̍ghɨụgwọ	'If there's money, I'm going to pay you (debt).'
h̃á	ég'odıra ↑ ágàmɨɨ́kwụ̍h̃ụugwọ	'If there's money, I'm going to pay them (debt).'
h̃ábyaskùul	h̃ábyaskùul ágàmɨɨ́kwụ̍h̃ụụgwọ	'If they come to school, I'm going to pay them (debt).'

	h̃ábyaskùul ágàmɨɨ́kwụ̍h̃ụụgwọ	
ágàh̃ɨɨ́mụ̀ţańhỹe	h̃ábyaskùul ágàhɨɨ́mụ̀ţańhỹe	'If they come to school, they're going to learn something.'
ŋwáŋkwọbyaskùul	ŋwáŋkwọbyaskùul ágàhɨɨ́mụ̀ţańhỹe	'If Nwankwo comes to school, they're going to learn something.'
ọ́gɨ̀ɨ́s̃aahụ	ŋwáŋkwọbyaskùul ọ́gɨ̀ɨ́s̃a̍ahụ	'If Nwankwo comes to school, he's going to take a bath.'
míf̃i̍dɨrɨ	míf̃i̍dɨrɨ ọ́gɨ̀ɨ́s̃a̍ahụ	'If there's water, he's going to take a bath.'
yácọọ	yácọọ ↑ ọ́gɨ̀ɨ́s̃a̍ahụ	'If he wants [to], he's going to take a bath.'
ɨ́hụ̍dọktọ̀	yácọọ ↑ ọ́gɨ̀ɨ́h̃ụ̍dọktọ̀	'If he wants [to], he's going to see the doctor.'
gɨ́nọ̀f̃ọnụ́ụyọ̀	gɨ́nọ̀f̃ọnụ́ụyọ̀ ọ́gɨ̀ɨ́h̃ụ̍dọktọ̀	'If you stay at home, he's going to see the doctor.'

b) Potential and Imperative:

Key Word	Pattern	
	gɨ́yọskùulu gáahya̍	'When (if) you return [from] school, go to market.'
yá	yáyọskùulu gáahya̍	

yáȷ'èh̃ụ́dọktọ̀	yáyọskùulı yáȷ'èh̃ụ́doktò	'When he returns [from] school, have him go see the doctor.'
íru̍	yáruskùulı yáȷ'èh̃ụ́dọktọ̀	
íbya̍	yábyaskùulı yáȷ'èh̃údọktọ̀	
ȷ'èé	yábyaskùulu ȷ'èéh̃ụ̀doktọ̀	'When he returns [from] school, go see the doctor.'
gɨ́	gɨ́byaskùulu ȷ'èéh̃ụ̀dọktọ̀	
íru̍	gɨ́ruskùulu ȷ'èéh̃ụ̀dọ́ktọ̀	
kwụ́kwayụ̍ụgwọ	gɨ́ruskùulu kwụ́kweyụ̍ụgwọ	'When you reach school, just pay him [the] debt.'
ŋ̀ȷọ́k'ụ̍	ǹȷọ́k'ụ̍ruskùulu kwụ́kweyụ̍ụgwọ	
mụ̀ţákwanhỹe̍	ǹȷọ́k'ụ̍ruskùulu mụ̀ţákwanhỹe̍	'When Njoku reaches school, [then] learn something.'
ǹgáah̃à	ǹȷọ́k'ụ̍rùngáah̃à mụ̀ţákwanhỹe̍	
shìwér̃ı	ǹȷọ́k'ụ̍rùngáah̃à shìwér̃ı̍	'When Njoku gets there, cook (something).'
gɨ́cọţaya̍	gɨ́cọţaya̍ shìwér̃ı	'If you want it, cook food.'
byàáh̃ụm̍	gɨ́cọţaya̍ byàáh̃ụm̍	'If you want to, come see me.'
gɨ́gaɨga̍	gɨ́gaɨga̍ byàáh̃ụm̍	'If you're going to go, come see me.'

	gɨ́gaɨga̍ byàáh̃ʉm̍	
zʉ̀tą́anʉ̍	gɨ́gaɨga̍ zʉ̀tą́anʉ̍	'If your goıng to go, buy meat.'
h̃ádɨrɨa̍ţǫ	h̃ádɨrɨa̍ţǫ zʉ̀ţáanʉ̍	'If there are three of them (ıf they are three) buy meat.'
wèţáotù	h̃ádɨrɨa̍ţǫ wèţáotù	'If there are three of them, brıng one.'
gɨ́ŋweıık'e̍	gɨ́ŋweıık'e̍ wèţáotù	'If you can, brıng one.'
wèróotù	gɨ́ŋweıık'e̍ wèróotù	'If you can, take one.'
yáwʉrʉn̍ȷok'ʉ̍	yáwʉrʉn̍ȷǫk'ʉ̍ wèróotù	'If ıt's Nȷoku, take one.'
mèéŋgwa̍ŋgwà	yáwʉrʉn̍ȷǫkʉ̍ mèéŋgwa̍ŋgwà	'If ıt's Nȷoku, hurry!'
gɨ́cǫǫɨga̍	gɨ́cǫǫɨga̍ mèéŋgwa̍ŋgwà	'If you want to go, hurry.'
wèţéeg'o̍ghɨ	gɨ́cǫǫɨga̍ wèţéeg'o̍ghɨ	'If you want to go, brıng your money.'

Note 14.2 The Consequential form of the verb

ghị́yọ----máa̍kọrọghị̍	'When you return----I'll (then) narrate for you.'

Following subordinate clauses and in second or subsequent sentences of connected narrative occurs a form which has a shape like the verbal noun, plus the vowel suffix (in the absence of an adverbial suffix, except with those verbs which do not take the vowel suffix). The tone patterns are like those of nouns of the appropriate class in environments 2 or 4. Thus verbal nouns of (H) or (HL) verbs, basic tone `´, occur here after high tone with '´, second tone pattern, as appropriate to Class II nouns, while those of (L) verbs have their ´`, first tone pattern, as appropriate to Class III nouns. Compare:

(H)	ị́kọ̍raakọrọ	'to narrate for (a narrating for)' (environment 1 - pattern ´´: ị́kọ̍ro + àkọ́rọ → ị́kọ̍raakọrọ)
	máa̍kọrọghị̍	'I'll then narrate for you.' (mú + àkọ́rọ → máa̍kọrọ)
(L)	ị́kọ̀ákọ̀	'to cultivate a cultivating'
	máakọ̀ọ́ji̍	'I'll then cultivate yams.'

This form is preceded by the independent pronoun subjects:

mụ́	ányị̀
gị́	únù
yá	h̃á

Since ányị̀ and únù end with low tone the consequential forms of (H) and (HL) verbs following them show the first tone pattern `´ of Class II nouns:

(H)	ányìakọ́rọghị̍	'We'll then narrate for you.'
(L)	únùákọ̀ọ́ji̍	'You'll then cultivate yams.'

This form is called 'consequential' because it seldom occurs except in a clause which devotes a consequence of what preceeded. The translation usually admits of a 'then' or 'in that case'. The form is timeless - that is it depends like the subsequential for its time (in translation) on the preceding clause. As a form with vowel suffix (or high tone on an adverbial suffix) this form provides 'environment 2' for following noun objects.

Examples:

gɨ́yǫskùul máa̍gaahya̍	'If you return [from] school, I'll (then) go to market.'
ǹjǫ́kų̍bya h̃éekèléya̍	'If Njoku comes, they'll (then) greet him.'
ányɨyǫ ányɨ̀eshíwer̃i̍	'When we return, we'll (then) cook food.'

This form is much used in narration for the first verb of a series which is consequent to what preceded. Following verbs in the series are in the subsequential form without subject or vowel prefix:

1. ŋwáŋ̍kwǫgàraáhya h̃ų́ǫgǫ̀yáŋwaànyɨ kèlíya̍ #

   m̀mecínyèr̃ényų̀r̃eekeláà yáa̍bya kèléŋwaŋ̍kwǫ #

   h̃áa̍gawɨɨzų̍nhỹe #

   Ŋwaŋkwǫ went to market, saw his female relative in law [and] greeted her. When Cinyere heard this greeting she then came [and] greeted Ŋwaŋkwǫ. They then started to go to buy things.

The analysis of this passage is as follows:

ŋwáŋ̍kwǫ	- proper noun Class IA, subject
gàraáhya	- RA form (past) + object in environment 1 with first tone pattern
h̃ų́og'èyáŋwaànyɨ	- subsequential form of ɨ́h̃ų̍ plus a phrase as object: ǫ́gǫ̀ Class III noun in environment 3 in a modification compound with modifier yá, the compound in turn

	modified by ŋwáànyɨ
kèlíya̍	- subsequential form of íkèle plus object pronoun ya̍ with mid tone characteristic of environment 2
m̀me	- 'when' introduces adverbial clause of time
cínyèr̃é	- proper name, subject, with final low tone raised before ˋˋ pattern verb
nụ̀reekeláà	- RA form (past) + object, the object modified by demonstrative a
yáa̍bya	- consequential form of ɨ́bya̍ with subject pronoun yá
kèléŋwaŋ̍kwǫ	- subsequential form of íkèle plus object
h̃áa̍gawɨɨzụ̍nhỹe	- consequential form of ɨ́ga̍wa with subject pronoun h̃á followed by infinitive - object phrase as complement (expression of purpose - see Note 11.2)

Note that, while the subsequential form denotes a subsequent action by the same actor, the consequential form commonly denotes a consequent action performed by a different actor (or by the same actor as a result of his previous action).

The roots of certain common verbs, notably íȷ'e̍, ɨ́ga̍, ɨ́bya̍ occur with low tone combined with the consequential form of another verb in an informal imperative:

ȷ'è + ázàá + èzhí → ȷ'àázàée̍zhi
'Just go along and (then) sweep the compound.'

which contrasts with normal double imperative:

ȷ'ézàée̍zhi 'Go! [and] Sweep the compound!'

Drill 14.2 Consequential Forms following Potential Clauses:

Useful Words:

ízùík'e	to regain strength, to rest
ízùriík'e	to take a rest
ị́na̍r̃a	to receive from (HL)
íj'e̍ru	to arrive

Key Word	Pattern	
	gị́yọskuùl maa̍gaahya̍	'When you return from school, I then go to market.'
íri̍r̃i	gị́yọskuùl mée̍rier̃i̍	
yá	yáyọskuùl wée̍rier̃i̍	
ís̃e̍ezhi	yáyọskuùl máa̍s̃aee̍zhi	'When he returns from school, I'll then wash the compound.'
ík'u̍ṭemir̃i̍	yák'uṭemir̃i̍ máa̍s̃aee̍zhi	'If he fetches water, I'll wash the compound.'
íny e̍yeeg'o	yák'uṭemir̃i̍ mée̍nyeye̍eg'o	'If he fetches water, I'll give him money.'
ị́zụ̍ṭeepe	yázụṭeepe̍ mée̍nyeye̍eg'o	'If he buys (and brings) oranges, I'll give him money.'

gɨ́	gɨ́zʉţeepe̍ mée̍nyeghe̍eg'o	
yá	gɨ́zʉţeepe̍ yée̍nyeghe̍eg'o	'If you buy oranges, he'll give you money.'
gáa̍nar̃ɨya̍ (gɨ́-a̍nar̃ɨya̍)	gɨ́zʉţeepe̍ gáa̍nar̃ɨye̍eg'o	'If you buy and bring oranges, you'll get money from him.'
ɨ́bya̍	gɨ́bya gáa̍nar̃ɨye̍eg'o	'If you come, you'll get money from him.'
íwèţarám	gɨ́bya gíewèţáram̍eeg'o	'When you come you'll bring me money.'
yá	gɨ́bya gíewèţáramɨ̍ya	
ɨ́ga̍	gɨ́ga gíewèţáramɨ̍ya	
únuruo	únuruo gíewèţáramɨ̍ya	'When you (pl.) get there, you (sg.) will bring it for me.'
ɨ́h̃ʉ̍dọktọ̀	únuruo gáa̍h̃ʉdọktọ̀	'When you (pl.) get there, you (sg.) will see the doctor.'
ányɨ̀	ányɨruo gáa̍h̃ʉdọktọ̀	
íȷ'e̍ru	ányıȷ'eru gáa̍h̃ʉdọktọ̀	'When we arrive, you'll see the doctor.'
ɨ́kwʉ̍yʉʉgwọ	ányıȷ'eru gáa̍kwʉọyʉ̍ʉgwọ	'When we arrive, you'll pay him the debt.'
ányɨ̀	ányıȷ'eru ányɨ̀akwʉ́ọyʉ̍ʉgwọ	
únù	ányıȷ'eru ányɨ̀akwʉ́uunʉ̀ʉ́gwọ	'When we arrive, we'll pay you the debt.'

	ányij'eru ányị̀akwụ́uunụ̀ụ́gwọ	
ị́r̃ụ̍c'a	ányir̃ục'aa ányị̀akwụ́uunụ̀ụ́gwọ	'When we finish work, we'll pay you the debt.'
h̃á	h̃ár̃ục'aa ányị̀akwúuunụ̀ụ́gwọ	
h̃á	h̃ár̃ục'aa ányìakwụ́ọh̃ụ̍ụgwọ	'When they finish work, we'll pay them the debt.'
ányị̀	ányir̃ục'aa ányị̀akwụ́ọh̃ụ̍ụgwọ	
ízùík'e	ányir̃ục'aa ányèézùíık'e̍	'When we finish work, we'll rest.'
mụ́	ányir̃ục'aa mée̍zùíık'e̍	
ízùríık'e	ányir̃ục'aa mée̍zùríık'e̍	'When we finish work, I'll take myself a rest.'
mụ́	ḿr̃ục'aa mée̍zùríık'e̍	
íme̍c'a	ḿmec'aa mée̍zùríık'e̍	'After I finish I'll take myself a rest.'

Drill 14.3 Consequential forms following other tenses:

Key Word	Pattern	
	ọ́yọ̀rọskúùl máa̍gaahya̍	'He returned from school so I went to market.'
íshi̍r̃ı	ọ́yọ̀rọskúùl mée̍shıer̃i̍	'He returned from school and I then cooked food.'

ǫ́r̃ų	ǫ́yǫ̀rǫǫ́r̃ų mée̍shier̃i̍	'He returned from work and I then cooked food.'
ík'u̍ţemir̃i̍	ók'u̍ţeremir̃i̍ mée̍shier̃i̍	'He fetched water and I then cooked food.'
ɨ́ša̍akwà	ók'u̍ţeremir̃i̍ máa̍šaaakwà	'He fetched water and I then did the laundry.'
ǫ́gìík'u̍ţe	ǫ́gìík'u̍ţemir̃i̍ máa̍šaaakwà	'He's going to fetch water and I'll then do the laundry.'
ínyi̍yeeg'o	ǫ́gɨ̀ɨ́k'u̍ţemir̃i̍ mée̍nyiye̍eg'o	'He's going to fetch water and I'll then give him money.'
ɨ́zų̍ţarame̍epe	ǫ́gɨ̀ɨ́zų̍ţarame̍epe mée̍nyiye̍eg'o	'He's going to buy oranges for me and I'll then give him money.'
byàra	ǫ́byàra mée̍nyiye̍eg'o	'He came and I gave him money.'
ɨ́kwų̍yųųgwǫ	ǫ́byàra máa̍kwųǫyų̍ųgwǫ	'He came and I paid him the debt.'
ǫ́bya̍la	óbya̍la máa̍kwųǫyų̍ųgwǫ	'He has come and I paid him the debt.'

Drill 14.4 Variation Drill on a Basic Sentence with Consequential Forms:

Key Word	Pattern	
	gɨ́yeemec'aa máa̍kǫǫrǫghɨ̍	'If you return, when everything is finished, I'll then narrate for you.'

	gị́yeemec'aa máa̍kọọrọghị̍	
ínye̍r̃i	gị́yeemec'aa mee̍nyeghi̍r̃i	' ---- I'll then give you food.'
h̃á	gị́yeemec'aa h̃ée̍nyeghi̍r̃i	' ---- they'll then give you food.'
únù	gị́yeemec'aa h̃ée̍nyuunùr̃í	' ---- they'll give you (plural) food.'
ị́bya̍	gị́byeemec'aa h̃ée̍nyuunùr̃í	'If you come ---- '
únù	únubyeemec'aa h̃ée̍nyuunùr̃í	'If you (pl.) come ---- '
ị́r̃ụ̍c'a	únur̃ục'aeemec'aa h̃ée̍nyuunùr̃í	'If you finish working ---- '
ég'o	únur̃ục'aeemec'aa h̃ée̍nyuunèég'o	' ---- , they will then give you money.'
yá	únur̃ục'aeemec'aa yée̍nyuunèég'o	' ---- , he will then give you money.'
álawa	únur̃ục'aaalawa yée̍nyuunèég'o	'If you finish working, when people are beginning to go home, he'll then give you money.'
ị́kwụ̍ụgwọ	únur̃ục'aaalawa yáa̍kwuunụ̀ụ́gwọ	' ---- , he'll then pay you (debt).'
mụ́	únur̃ục'aaalawa máa̍kwuunụ̀ụ́gwọ	' ---- , I'll then pay you (debt).'
ị́h̃ụ̍ya	únur̃ục'aaalawa máa̍h̃ụya̍	' ---- , I'll then take a look at it.'

ɨ́bya̍	únubyaalawa máa̍h̃u̩ya̍	'If you come, when people start to go home, I'll then take a look at it.'
cínyèře	cínyèřebyáalawa máa̍h̃u̩ya̍	'If Cinyere comes, when people start to go home, I'll then see her.'
áyo̩ahya̍	cínyèřebyáayo̩ahya̍ máa̍h̃u̩ya	'If Cinyere comes, when people return from market, I'll then see her.'
íkwe̍	cínyèřekwé áyo̩ahya̍ máa̍h̃u̩ya	'If Cinyere agrees, ---- '
dó̩ktò̩	cínyèřekwé áyo̩ahya̍ máa̍h̃u̩do̩ktò̩	' ---- I'll then see the doctor.'
ázu̩c'aaahya̍	cínyèřekwé ázu̩c'aaahya̍ máa̍h̃u̩do̩ktò̩	'If Cinyere agrees, when shopping is finished, I'll then see the doctor.'
ányɨ̀	cínyèřekwé ázu̩c'aaahya̍ ányàah̃ú̩do̩ktò̩	' ---- , we'll then see the doctor.'
éric'aaři̍	cínyèřekwé éric'aaři̍ ányàah̃ú̩do̩ktò̩	'If Cinyere agrees, when the meal is over, we'll then see the doctor.'
ízùriík'e	cínyèřekwé éric'aaři̍ ányeezùriík'e̍	'If Cinyere approves, after dinner, we'll (then) take a rest.'

Note 14.3 Summary of Suffixed Forms of the Verb to Date:

In Units to date we have noted a variety of forms of the verb characterized by a vowel suffix (except for a few monosyllabic verbs which lack it and many verbs with adverbial suffixes).

All these suffixed forms together constitute environment 2 for following noun 'objects' in contrast to other verb forms which constitute environment 1.

These forms are:

1. The Imperative:

(H)	ŋụ́ọmmị̀ị̃	'drink wine!'
(HL)	rùáahya̍	'go to market!'
(L)	yọ̀ọ́ị̍gbụrụ	'sift cassava!'

monosyllabic:

hụ̀dóktọ̀	'see the doctor!'

with adverbial suffix:

(H)	kwụ́kwụụgwọ̍ (kwụ́-kwa-ụgwọ̍)	'Be sure to pay [the] debt.'
(HL)	zụ̀rúanụ̍	'buy meat (for---)!'
(L)	nọ̀dụ́àla	'sit down!' (sit [on the] ground)

mixed (compound) verb:

gáfèé pósọ̀ọ́fìs	'Pass the postoffice.'

2. The Subsequential:

(H)	ọ́làruúyò ŋúọmmị̀ị	'He reached home and drank wine.'
(HL)	ónyị̀gịị́ga̍ahya zụ́ọnhỹe̍	'We're going to go to market and (to) buy things.'
(L)	ànághị̀h̃aabyá zàáahya̍	'They don't come to sweep ('and sweep') the compound.'

monosyllabic:

ńd'ụ̀garaabá h̃ụ́dọktọ̀ 'Nd'u went to Aba and saw the doctor.'

with adverbial suffixes:

(H) ọ́gị̀ị́gá̍enugw'ụ̍ kwúshilaahya

'He's going to go to Enugu and stop at the market.'

(HL) cínyèr̃ekpụ́rụobỹ'àa zụ́ọọrọh̃á̍az̃ù

'Cinyere entertained guests and bought fish for them.'

(L) ányilaruruuyò nọ̀dụ́àla

'We got back home and sat down.'

compound verb:

óshìwerer̃í háfùị́gá̍ahya 'He started to cook food instead of ('and left out') going to market.'

óshìgher̃í háfùígá̍ahya 'He was cooking and omitted going to market.'

3. The Potential:

(H) yáriehỹe̍ ágàmiíri̍kwehỹe

'If he eats something, I'm going to eat too.'

(HL) gídeaakwụkwọ àgághị̍mị̍g'ụ̍ya

'If you write (a book), I'm not going to read it.'

(L) ányịfèéiyi̍ únaagá̍ghiiŋwé̍ik'einyé̍raanyiaká̍

'If we cross the stream you're not going to be able to help us.' ('to give a hand for us')

monosyllabic:

h̃́anaanụìgbo kèléh̃á̍ 'If they know ('hear') Igbo, greet them.

with adverbial suffixes:

(H) gɨ́s̃ac'aaakwà byàáhu̩m̍

'If you finish washing the laundry, come see me.'

(HL) únuzu̩ru̩c'aamɨ̍ya ágàmínye̍unùannó̩to̩̍ro̩

'If you buy them all up from me, I'll give you four for threepence.'

(L) gɨ́wèréeg'o̍ kwù̩kwáu̩u̩gwò̩

'If you take the money, pay the bill.'

compound verb:

yágafèépó̩sò̩ó̩fìs yáwèt̩ástaàmp 'If he goes past the postoffice, have him bring stamps.'

4. The Hortative:

(H)	kàḿrier̃i̍	'Let me eat.'
(HL)	kàányɨdeenh̃ye̍	'Let's write something.'
(L)	émèr̃emkaó̩nò̩ró̩ŋ̍gaà	'I made him stay here.' ('I did that he stayed here.')

contrast:

émèr̃emsó̩o̩nò̩ró̩ŋ̍gaà 'I managed so that he would stay here.'

monosyllabic:

kàḿnyeghɨ̍mmɨɨ 'Let me give you wine.'

with adverbial suffixes:

(H)	kàányɨgbu̩t̩aaz̃ù̩	'Let's fish!'
(HL)	ácò̩ro̩msɨ́ɨmec'aaya̍	'I want you to ('that you') finish it.'
(L)	kàḿnò̩dú̩àla	'Let me sit down.'

5. The Consequential:

(H)	yáyọ mée̍rief̃i	'When he returns I'll (then) eat.'

contrast:

	yáyọ ágàmíri̍f̃i	'If he returns, I'll eat.'
(HL)	yálaa máa̍gaaahya̍	'When he goes home I (then) go to market.'
(L)	ányinyaaka̍ h̃áakọ̀ọ́ji̍	'When we help, they (then) cultivate yams.'

monosyllabic:

	dọ́ktọ̀yọ́ máa̍h̃ụya̍	'When the doctor returns, I'll (then) see him.'

with adverbial suffixes:

(H)	ńnị̀yákwe ányèegbúţeraaz̃ụ̀	'When his father agrees we (then) catch fish (for ourselves).'
(HL)	yáyọ máa̍zụţarịya̍f̃i	'When he returns I'll buy foo^d^ for him.'
(L)	yákwụọa̍nyịụgwọ ányèéwèţéeg'o̍	'When he pays us the debt we (then) bring money.'

6. The Perfect:

(H)	ọ́ŋụ̍ọnammị̀ị	'He has drunk wine.'
(HL)	ọ́shi̍elef̃i̍	'She has cooked food.'
(L)	ányịa̍vụ̀ọ́leedè	'We have dug out coco yams.'

monosyllabic:

	ábya̍lam̍	'I have come.'

with adverbial suffixes:

(H)	únùakwụ́shịla	'You have stopped.'
(HL)	ázụ̍rụlah̃èépe	'They have bought oranges.'
(L)	ífụ̀ṭálee̍zhi	'You have come outside.'

compound verb:

ányị̀aháfụ̀láji̍	'We have left [the] yams.'

Note 14.4 The adverbial RA suffix in consequential forms

Note the form:

máa̍kọọrọghɨ̍

In note 9.7 was noted the fact that adverbial RA suffixes followed by noun or pronoun objects denoting the person benefitting from the action do not substitute for but rather follow vowel suffixes in the subsequential form. In this sentence the same process is operating with the consequential form where the vowel suffix is followed by RA. Note also the following example from note 14.3 - with the subsequential form:

----zúọọrọh̃a̍azụ̀	'----and bought fish for them.'

Note that when the RA adverbial suffix is affixed to another adverbial suffix no vowel suffix appears - the first adverbial suffix substituting for it:

----máa̍zụṭarɨyár̃i	'----I then buy food for him.'

and that when the RA is suffixed to a verb which does not accept the vowel suffix elsewhere, it does not appear here either:

----mée̍nyeh̃a̍aka	'----I then give them a hand.'

Pronunciation		Structure
	-cúkwumà-	
òlóo̍g'ọ̀ọ́wụ̍		òlée̍-og'è-ọ́-wụ̍
	-ḿmadị̀láaka-	
èt'ít'ì		
èhỹíhỹè		
lèet'ít'i̍e̍hỹihỹè		là-et'ít'i̍-e̍hỹihỹè
	-cúkwumà-	
káah̃à/ǹkáah̃à		ké-ah̃à
óg'e̍kàáh̃à ádị̍ghịmma̍		óg'e̍-kè-áh̃à-á-dị̍ghị-mma̍
	-ḿmadị̀láaka-	
àbalị		
yáwụrụnịnàabalị		yá-wụrụnị-nà-abalị
	-cúkwumà-	
léelekeroo̍le		lá-elekere-o̍le
	-ḿmadị̀láaka-	
ọ̀kụlọ́ọ̀kụ		
lọ̀ọkụlọ́ọ̀kụasáà		là-ọkụlọ́ọ̀kụ-asáà
	-cúkwumà-	
líihì/líihìla		lá-ihì
ìtiri		
ị́gbà		(L)

Basic Sentences

Spelling	English
-Chukuma-	
Ole oge ọ bu?	When will it be?
-Nmadil'aka-	
etiti	middle
ehihe	noon, midday
N'etiti ehihe.	At noon.
-Chukuma-	
nke aha	(of) that
Oge nke aha adigh mma.	That time is not good.
-Nmadil'aka-	
abali	night, evening, (day of 24 hours)
Ya buruni n'abali.	Then if it is in the evening?
-Chukuma-	
N'elekere ole?	At what hour?
-Nmadil'aka-	
o'clock	o'clock
N'oclock asaa.	At seven o'clock.
-Chukuma-	
n'ihi	because
itiri	darkness
igba	to join together, to marry (with áka)

ọ̀dị́ghị̍mma̍ lı̀ı́hı̀ıtırı-gbaghuugbúà	là-íhì-ıtırı-gbabha-ugbú-à
-ḿmadị̀láaka-	
ézhı	
ézhıokwu̍	
ọ́ụ̍ezhıokwu̍	ọ́-wụ̍-ezhı-okwụ̍
màka	
t'áà	
t'àa	
kèdụ́màkaabalaannọ́t'àa	kèdụ́-màka-abalị-annọ́-t'àa
-cúkwumà-	
ụ̀t'ụ́t'ụ̀	
ók'ụụ̍t'ụt'ụ̀	ók'e-ụ̍t'ụt'ụ̀
lóok'ụụ̍t'ụt'ụ̀	lá-ok'ụ-ụ̍t'ụt'ụ̀
-ḿmadị̀láaka-	
kàáh̃àdịḿma̍	ke-áh̃à-dị-ḿma̍
-cúkwumà-	
ọ̀kpa	
ók'ọọ̀kpà	ók'e-ọkpà
íbe̍	(H)
m̀mooók'ọọ̀kpabée	m̀me-ók'e-ọkpà-bée

Ọ digh nma, n'ihi itiri gbagha ugbua.	That's not good, because it gets dark these days ('darkness is enveloping now').
-Nmadil'aka-	
ezi	true
ezi okwu	truth
Ọ bu ezi okwu.	That's true.
maka	about, concerning, on account of
taa	today
taa	from today
Kedu maka abali anọ taa?	How about four days (nights) from today?
-Chukuma-	
ututu	morning
oke ututu	early morning
N'oke ututu?	In the early morning?
-Nmadil'aka-	
Nke aha di nma.	That's good.
-Chukuma-	
ọkpa	fowl
okeọkpa	cock
ibe	to cry, to crow
Mgbe okeọkpa bee?	When the cock crows?

-ḿmadì̩láaka-

ó̩dì̩ḿma̍

Note 15.1 Adverbial Suffixes to Verbs

A considerable number of verbs with adverbial suffixes have occurred in units to date. At this point a summary of these forms is in order.

1\.

Verb Root		Verb with Adverbial suffix	
í̩fù̩	'to go out'	í̩fù̩t̩a	'to come out'
íwè	'to take'	íwèt̩a	'to bring'
ígbu̍	'to kill'	ígbu̍t̩e	'to fetch back from the hunt'
í̩zu̩̍	'to buy'	í̩zu̩̍t̩a	'to purchase and bring back'
í̩ma̍	'to know'	í̩ma̍t̩a	'to understand'
í̩na̍	'to snatch'	í̩na̍t̩a	'to receive from'
í̩gba̍zhi	'to negotiate a a loan'	í̩gba̍zhit̩e	'to borrow'

From these examples it is clear that the adverbial suffix -t̩a/-t̩e indicates that the action is performed toward the subject or other logical goal of the action.

2\.

í̩zu̩̍	'to buy'	í̩zú̩ru̩	'to buy for'
íwè	'to take'	íwère	'to take for'
íwèt̩a	'to bring'	íwèt̩ara	'to bring for'
í̩ma̍	'to know'	íma̍r̃a	'to comprehend'
ízù	'to complete'	ízùru (in ízùriík'e 'to take a rest')	'to complete for'

-Nmadil'aka-

Ọdi mna.	Fine!

From these examples it is clear, as explained in Note 5.1, that this RA suffix indicates that the action is performed for the benefit of someone - if the person is unspecified it is for the benefit of the subject.

3.

ị́zụ̍	'to buy'	ị́zụ̍c'a	'to buy all'
ị́jụ̍	'to ask'	ị́jụ̍c'a	'to inquire in detail (after)'
íme̍	'to do, to make'	íme̍c'a	'to finish doing, to do all'
ị́fụ̍	'to work'	ị́rụ̍c'a	'to finish working'
íri̍	'to eat'	íri̍c'a	'to finish eating'

From these examples it is clear that this suffix, -c'a, indicates the performance of the action to completion.

4.

ị́zụ̍	'to buy'	ị́zụ̍ị	'to sell to'
ị́gba̍zhị	'to negotiate a loan'	ị́gba̍zhịị	'to lend to'

This suffix -i/-ị indicates that the action involved alienation of the object involved away from the subject - it is thus, in a sense, the opposite of -ṭa/-ṭe.

5.

ị́bya̍	'to come'	ị́bya̍dụ	'to arrive'
ị́nọ̀	'to be at, to stay'	ị́nọ̀dụ	'to sit down'

This suffix -dụ/-dị indicates that the action resulted in a motionless state - that the subject settled down after the action.

6.

ị́ga̍	'to go'	ị́ga̍wa	'to start to go'
ị́la̍	'to go home'	ị́la̍wa	'to start going home'

etc.

This very widespread suffix -we/-wa occurred in most of the greetings in units 1, 2 and 3 and denotes the commencement of the action.

7.

ị́bya̍	'to come'	ị́bya̍hu	'to come again'

This very general suffix /-hu/ denotes the repetition of the action. Compare:

íme̍	'to do'	íme̍hu	'to do again'
ị́h̃ụ̍	'to see'	ị́h̃ụ̍hu	'to see again'
ị́nụ̍	'to hear'	ị́nụ̍hu	'to hear again'
ị́na̍ṭa	'to receive'	ị́na̍ṭahu	'to receive again'

Verbs with this suffix are commonly followed by /ọ̀zọ́/ 'again'.

From these various examples it is clear that in Igbo the direction etc. of an action is indicated by this type of suffixation rather than by independent prepositions or adverbs. This procedure is somewhat similar to the so-called two-word verbs of English (like take down, make over, etc.) but where in English the adverbs are separable from the verbs this is not the case in Igbo.

Note that more than one adverbial suffix may occur on a single root.

íwè	'to take'	íwèṭa	'to bring'	íwèṭara	'to bring for'

In the suffixed forms of a verb the adverbial suffix normally takes the place of the vowel suffix:

wèṭá	'bring!'
zụ̀rụ́	'buy for!'
zụ̀ị́	'sell to!'
nọ̀dị́	'sit down!'
làwá	'start going!'
wèré	'take for!'
	etc.

However, the suffix -c'a does occur with the vowel suffix:

zụ̀c'áa	'buy all!'
mèc'áa	'finish doing!'
	etc.

Note 15.2 The relative - kè/ŋ̀ke 'which, who, of' - plural ńdị(kè):

Compare the phrases:

1.	ónyekeè	'this person'
2.	òléụụkpakị̀ị́cọ̀rọ	'what kind which you want?'

The particle kè/ǹke functions as a relative introducing a modifying word or clause, and denotes 'who, which, or of'. The use of kè is to introduce a clause emphatic and optional. In this respect it parallels the English relative that in e.g.:

The man that I saw ----

The man I saw ----

Frequently kè is used where the English translation requires the definite article. Thus the two English sentences above can be rendered in Igbo as follows with the second much less definite than the first:

ónyekèḿh̃ụ̀fụ ----	'[the] man that I saw'
ónyemh̃ụ̀fụ ----	'[the] man I saw' or '[a] man I saw'

The tone patterns of noun and pronoun subjects noted in Note 12.2 are maintained following the kè but, because of the low tone of kè Class II nouns do not have initial high tone. Compare:

hỹékènjọ́kụ̍cọ̀rọ	'thing which Njoku wants'
hyénjọkụ̍cọ̀rọ	'thing Njoku wants'

A clause commencing with kè may occur as subject of a sentence in which case the translation is 'that which ---- '.

kèḿh̃ụ̀fụ dị̀ḿma̍	'That which I saw is good.'

Relative clauses following those few words which are clearly plural in significance require ńdị in place of or in addition to kè:

ụ́mụ̀ńdịmh̃ụ̀fụ ụ́mụ̀ńdịkèḿh̃ụ̀fụ	'children whom I saw'

Drill 15.1 Relative particle kè introducing clauses:

Key Word	Pattern	
	óg'e̍kàámaakọ̍cọ̀rọdɨḿma̍	'The time that Amako wants is good.'
ónye	ónyekàámaakọ̍cọ̀rọdɨḿma̍	'The person that Amako wants is good.'
ábyàh̃a	ónyekàámaakọ̍cọ̀raábyàh̃a	'The person that Amako looked for didn't come.'
ghɨ́	ónyekɨ̀ɨ́cọ̀raábyàh̃a	'The person that you looked for didn't come.'
ábya̍h̃aŋgáà	ónyekɨ̀ɨ́cọ̀raábya̍h̃aŋgáà	'The person that you looked for didn't come here.'
cọ̀gha	ónyekɨ̀ɨ́cọ̀ghaábya̍h̃aŋgáà	'The person that you were looking for didn't come here.'
ḿgwàraghɨ́	ónyekèḿgwàraghɨ́ ábya̍h̃aŋgáà	'The person that I told you [of] didn't come here.'
éj'èh̃a	ónyekèḿgwàraghɨ́ éj'èh̃a	'The person that I told you [of] didn't go.'

Review Drill

Repeat drill 15.1 without kè. i.e.

óg'a̍amaakọ̍cọ̀rọdɨḿma̍

etc.

Note 15.3 Non-clause modifiers with kè/ŋ̀ke 'of':

Note the phrases:

kèghíkweni	'And yours?'
óg'e̍kàáñà ---	'that time' ('time of that')

In modification and possessive structures kè has low tone before monosyllabic pronouns and the pronouns have the characteristic high tone of pronoun objects. Compare:

kèḿ	'of me'
kèghí	'of you' (sg.)
kìyá	'of him (etc.)'
kèñá	'of them'

In such structures before nouns, however, the tone of kè varies, being high before proper nouns of Classes I and III and all nouns of Classes II and IV.

I	káama̍akọ̍	'of Amakọ'
II	káa̍nyɨ	'of us'
II	kém̍bụ	'first of all ('of first')'
II	kén̍jọk'ụ̍	'of Njoku'
III	kùúnù	'of you (pl.)'
III	kàáñà	'of that'
III	kùúnère	'of [the] banana'
III	kén̍d'ù	'of Nd'u'
IV	káàla	'of [the] land'
IV	kíìt'e	'of [the] pot'
IV	kéŋ̀gáà	'of this place'

In this respect kè behaves like the last syllable of a Class IV noun in environment 3, which it is, since the full form is /ŋ̀ke/.

This phrasal structure may occur in environment 1 (as subject):

kèh̃á ádɨ̍ghɨmma̍	'His is not good.'
kén̍jǫk'u̩̍ dɨ̀ányàŋgáà	'Njoku's is far [from] here.'

or in environment 4 (as modifier)

jíka̍ama̍ako̍	'Amako's yams.' (p.c.)
éde̍kèhá ádɨ̍ghɨlu̩u̩yǫ̀	'Their coco yams (m.c.) are not in [the] house.'

Drill 15.2 kè introducing non-clause modifiers:

a.

Key Word	Pattern	
	ńzù̩kǫ́kùúnùdɨŋgáà	'Your meeting is here.'
ráɨ̀sɨ	ráɨ̀sɨ́kùúnùdɨŋgáà	'Your rice is here.'
líimuuyò	ráɨ̀sɨ́kùúnùdɨlíimuuyò	'Your rice is inside the house.'
mú̩	ráɨ̀sɨ́kèḿdɨ̀líimuuyò	'My rice is inside the house.'
sìgaréèt'i	sìgaréèt'íkèḿdɨ̀líimuuyò	'My cigarettes are inside the house.'
ádɨ̍ghɨ	sìgaréèt'íkèḿ ádɨ̍ghi̍liimuuyò	'My cigarettes are not inside the house.'
ghɨ́	sìgaréèt'íkèghɨ́ ádɨ̍ghɨliimuuyò	'Your cigarettes are not inside the house.'
ḿma	sìgaréèt'íkèghɨ́ ádɨ̍ghɨmma	'Your cigarettes are not good.'
ǹjǫ́k'u̩̍	sìgaréèt'íkén̍jǫk'u̩̍ ádɨ̍ghɨmma	'Njoku's cigarettes are not good.'

	sìgaréèt'íke̍n̍jọk'ụ̍ ádị̍ghịmma	
únèře	únèřéke̍n̍jọk'ụ̍ ádị̍ghịmma	'Njoku's bananas aren't good.'
ọ̀úeg'oo̍loo̍le	únèřéke̍n̍jọk'ụ̍ ọ̀ụ́eg'oo̍loo̍le	'How many for how much are Njoku's bananas?'
yá	únèřékị̀yá ọ̀ụ́eg'oo̍loo̍le	'How many for how much are his bananas?'

b.

Key Word	Pattern	
	òlée̍bekaama̍akọ̍dị̀	'Where is Amako's?'
mụ́	òlée̍bekèḿdị̀	'Where is mine?'
ŋ̀ga	òlée̍ŋ̀gakeḿdị̀	'Just where is mine?'
ghị́	òlée̍ŋ̀gakeghị́dị̀	'Just where is yours?'

Unit 16

Pronunciation		Structure
	-ọ́nụegbu̍-	ónụ-egbu̍
ọ̀h̃a		
óbi̍ọ̀h̃a		óbi̍-ọ̀h̃a
ɨ́ga̍j'e		ɨ́ga̍ + j'e
óbi̍ọ̀h̃a ág'ụụ̍jìḿ gáj'èeshíwenhỹe̍		óbi̍-òh̃a ág'ụụ̍-jì-ḿ gá-j'è-eshíwe-nhỹe̍
	-óbi̍ọ̀h̃a-	
òlée̍hỹiilèerí		òlée̍-hỹe-i-là-erí
	-ọ́nụegbu̍-	
gàrí		(invariable tone noun)
ófe		
ọ́kwụ̀rụ		
ácọ̀rọmiíri̍gàrílòófọọkwụ̀rụ		á-cọ̀rọ-mụ-íri̍-gàrí-là-ófe-okwụ̀rụ
	-óbi̍ọ̀h̃a-	
sɨ́		
àgbọnọ		

Basic Sentences

Spelling		English
	-Onuegbu-	(proper name for a male)
ọha		public, crowd, the people
Obiọha		public spirit (proper name for a male)
igaje		to go -- (emphatic) to be in the process of going
Obiọha, aguu ji m.		Obioha, I'm hungry (hunger holds me). Go cook something!
	-Obioha-	
Ole ihe i na eri?		What do you want to eat? ('What are you eating?')
	-Onuegbu-	
gari		processed cassava meal
ofe		soup - a stew of vegetables and fish and/or meat
ọkwuru		okra, gumbo
A cọrọ m iri gari na ofe ọkwuru.		I want to eat cassava meal and gumbo soup.
	-Obioha-	
si		that
agbọnọ		seed of agbono plant

ị̀cọrọséewèráàgbọnọshíeya̍	ị̀-cọrọ-sị́-e-wèré-àgbọnọ-shíe-ya̍
-ọ́nụegbu̍-	
ụ́hw̃à	
ị́hw̃ụ̀ụ́hw̃à	(L) ị́hw̃à-ụ́hw̃à
ị́kpa̍	(H)
ị́kpụ̍ụhw̃à	ị́kpa̍-ụ́hw̃à
àgbọnaánàghaakpámụụhw̃à	àgbọnọ-á-nàghị-akpá-mụ-ụhw̃à
-óbi̍ọ̀h̃a-	
íti̍ı	(HL)
ị̀cọrọsị́etıınıyeelìlı	ị̀-cọrọ-sị́-e-tıını-ya̍-elìlı
-ọ́nụegbu̍-	
láanị̍/náanị̍	lá-anị̍
ị́lụ̍ụlọ	(HL) ị́lọ̍-ụlọ
ọ̀dị́ghị̀ shìérem̍ọkwụ̀rụ-láanị̍ mèkwéekọ̀ọ́lụụlọ̍	ọ̀-dị́-ghị̀ shìé-re-m̍-ọkwụ̀rụ-lá-anị̍ mèkwée-ka-ọ́-lọọ-ụ̍lọ
-óbi̍ọ̀h̃a-	
ọ́dị̀ḿma̍	

I cọrọ si ewere agbọnọ sie ya?	Do you want agbono to be used to cook it? (one to take agbono and cook it)
-Onuegbu-	
uha	pleasantness
ihauha	to be pleasant
ikpa	to show, to manifest, to exemplify, to practice
ikpa uha	to be pleasing to, to delight
Agbọnọ anaghi akpa m uha.	I don't like agbono.
-Obioha-	
itii/itighe	to put into, to add to
I cọrọ si etigheni ya elili?	Do you want melon seed added?
-Onuegbu-	
n'ani	only, alone
ilọulọ	to be glutenous, gummy
Ọ digh. Siere m ọkwuru nani, mekwaa ka ọ lọọ ulọ.	No. Cook for me only okra. And make it be gummy.
-Obioha-	
Ọ di nma.	Right!

Note 16.1 sị́ 'saying, saying that, that' - 'the hortative form'

This form, from the verb ị́sị̍ 'to say', is used following verbs referring to what a person suggested, desired, agreed, intended and the like to introduce a clause reporting (indirectly) the intention or suggestion. The examples in basic sentences to date are:

1. ị̀cọrọ séewèráàgbono shíeya̍	'Do you want agbono to be used to cook it?' ('Do you want (saying) that one take (for oneself) agbono and cook it?')
2. ị̀cọrọ síetiiniye̍elìli	'Do you want melon seed added to it?' ('Do you want (saying) that one then put into it melon seed?')

Note that in these sentences the form following sị́ is the same as the subsequential forms:

ọ́gàra wèráàgbono	'He came and took agbono.'
ọ́byàra tíielìlilóofe	'He came and put melon seed in the soup.'

but that it has a subject prefix - here e-, the 'impersonal'. This form is the hortative form and has occurred before in the sentence:

kàḿkwụọnịghị̍penìis̃híì̃	'Let me then give you six pence.'

This form occurs commonly as an independent clause only with a first person subject.

Hortative means 'admonitory' or 'advisory' and this form following kà 'that' is a stronger order than after sị́, where it is a suggestion. Examples of the use of this form with various pronoun and noun subjects are:

ọ́cọ̀rọ sị́mwèṭárịya̍ceènȷ	'He wants me to bring him change.'

ányɨ̀cọrọ súunugaaahya̍	'We want that you (pl.) go to market.'
ókwe saamaakọ̍zụrụya̍unèr̃e ---	'If he agrees that Amako buy bananas for him --- '

Note that this hortative form differs from the potential only in that the potential clause introduces the sentence and uses the independent second and third person singular subject pronouns gí/gɨ́ and yá while the hortative clause follows kà or sɨ́ and uses ɨ́- and ọ́- subject prefixes:

yáyọ ---	If he comes.
ácọ̀rọm sɨ́ọyọ	I want him to come.

Sometimes the particle sɨ́ or kà is omitted in which case only the tone pattern distinguishes the hortative from other forms. Compare:

ácọ̀rọmɨɨ́ga̍ahya	'I want to go to market.'
ácọ̀rọmɨɨ́gaahya̍	'I want you (sg.) to go to market.'
(ácọ̀rọmsɨ́ɨgaahya̍)	
(ácọ̀rọmkɨɨ́gaahya̍)	

sɨ may also be followed by other forms of the verb in which case no suggestion is meant:

ọ́kàra sɨ́m̀giíga̍legọ̀s	'He said (or he decided) that I am going to go to Lagos.'

Note that the subject prefix /m-/ in this sentence has low tone. This is characteristic of the tone of pronoun prefixes in reported speech. kà is not used in such reported speech. Reported speech will be explained and drilled later.

Drill 16.1 Variation drill on a basic sentence. Verbs of saying, wishing etc. followed by sɨ́ 'saying, saying that'.

Key Word	Pattern	
	ɨ̀cọrọséewèráàgbọnọ shíeya̍	'Do you want it to be cooked with agbono?' ('Do you want (that) one take agbono and cook it?')
ányụ	ɨ̀cọrọséewèráanụ̍ shíeya̍	
únù	ùnucọrọséewèráanụ̍ shíeyá̍	
ófe	ùnucọrọséewèráanụ̍ shíoofe̍	' ---- and cook stew?'
h̃á̀	àcọrọh̃aséewèráanụ̍ shíoofe̍	
mír̃i̍	àcọrọh̃aséewèrémi̍r̃i shíoofe̍	
ízèezhí	àcọrọh̃aséewèrémi̍r̃i zàée̍zhi	
íkwu̍	èkwuruh̃aséewèrémi̍r̃i zàée̍zhi	'Did they say that one [should] use water ----?'
ɨ́ŋụ̍gàrí	èkwuruh̃aséewèrémi̍r̃i ŋúọgàrí	' ---- drink gari.'
yá	òkwuruséewèrémi̍r̃i ŋúogàrí	
àkw̃'á	òkwuruséewèráa̍kw̃'a ŋúogàrí	' ---- one take eggs and drink gari.'
ɨ́zụ̍rụ	òkwuruséewèráa̍kw̃'a zụ́rụgàrí	'Did he say that one [should] take eggs and buy [exchange for] cassava?'

ɨ́kà	ọ̀karaséewèráa̍kw̃'a zụ́rụgàrí	'Did he require that one ---- ?'
ányɨ̀	ànyɨkaraséewèráa̍kw̃'a zụ́rụgàrí	'Did we require that eggs be taken and exchanged for cassava meal?'
ég'o	ànyɨkaraséewèréeg'o̍ zụ́rụgàrɨ́	
ɨ́zụ̍ṭa	ànyɨkaraséewèréeg'o̍ zụ́ṭagàrí	
ọ́kwụ̀rụ	ànyɨkaraséewèréeg'o̍ zụ́ṭọọkwụ̀rụ	
únù	ùnukaraséewèréeg'o̍ zụ́ṭọọkwụ̀rụ	
ícè	ùnucereséewèréeg'o̍ zụ́ṭọọkwụ̀rụ	'Did you think that money was to be taken to buy okra?'
ghɨ́	ìcereséewèréeg'o̍ zụ́ṭọọkwụ̀rụ	
ákwà	ìcereséewèráakwà zụ́ṭọọkwụ̀rụ	'Did you think that cloth was to be taken to buy okra?'
íkwe̍	ìkwereséewèráakwà zụ́ṭọọkwụ̀rụ	'Did you agree that ---- ?'

Note 16.2 Question Words and the Word Order of Questions:

Compare the sentences:

a.	òlée̍hỹoomèghe	'What is he doing?' ('thing - what - which he is doing?')
b.	òmeghegɨ́rɨ̍	'What is he doing?' ('Is he doing - what?')

Sentence (a), question word followed by a modifying clause (see Note 12.3), corresponds fairly well with the English practice whereby a question with a question word normally has the question word first. However, sentence (b) corresponds better with English practice in that the form (in this case the tone) of a 'yes or no' question is maintained, as in English, even when a question word is used. In both languages when the question word is subject the formal characteristics of the 'yes or no' question are lost:

gɨ́rɨ̍mère	'What happened?'

In Igbo, thus, there are two ways to ask a question with a question word (not subject). One puts the question word first (a) and completes the sentence with a modifying clause (in contrast to the English practice), or (b) commences the sentence with a question form (tone pattern of a 'yes or no' question) and employs the question word as object in normal object position.

The question words which have occurred to date are gɨ́rɨ̍ 'what?', òlé 'how much, how many', and òlée̍ 'which, what'.

gɨ́rɨ̍ occurs only as a noun, never modifying another noun. It may be subject or object.

òlé occurs only as a modifier following the word it modifies: ég'oo̍le 'how much money'

òlée̍ occurs either as a noun-object of the preposition la/na (lòolée̍ 'where?'), or as a pre-modifier of a noun as in most of the compound question words:

òlée̍be	'where?' ('what place?')
òlée̍m̀me	'when?' ('what time?')

òlée̍hỹe	'what?' ('what thing?')
òlée̍ŋ̀ga	'where?' ('what spot?')
òlóo̍g'è	'when?' ('what occasion?')

Other question words which have not yet occurred in basic sentences are ònyé 'who?' (a noun) and ké 'what? (specific thing)' (also a noun).

Drill 16.2 Transformation Drill with Question Words:

(a) with RA forms:

Key Word	Pattern 1	Pattern 2	English
	òlée̍bọọgàra	ọ̀garaloolée̍	'Where did he go?'
únù	òlée̍buunugàra	ùnugaraloolée̍	'Where did you (pl.) go?'
h̃a	òlée̍baagàrah̃a	àgarah̃aloolée̍	'Where did they go?'
m̀me	òlée̍m̀máagàrah̃a	àgarah̃oolée̍m̀me	'When did they go?'
yá	òlée̍m̀mọ́ọgàra	ọ̀garolée̍m̀me	'When did he go?'
ányɨ̀	òlée̍m̀máanyɨgàra	ànyɨgaroolée̍m̀me	'When did we go?'

(b) with -ghe/-gha:

Key Word	Pattern 1	Pattern 2	English
	òlée̍hỹoomèghe	òmegheké	'What is she doing (exactly)?'
gɨ́rɨ̍	òlée̍hỹoomèghe	òmeghegɨ́rɨ̍	'What is she doing?'
ɨ́na̍	òlée̍hỹọọnàgha	ọ̀naghagɨ́rɨ̍	'What is he taking?'

	òlée̍hỹọọnàgha	ọ̀naghagɨ́rɨ̍	
ghɨ́	òlée̍hỹɨɨn̲à̲gha	ɨ̀n̲a̲ghagɨ́rɨ̍	'What are you taking?'
íwèţa	òlée̍hỹii̲wèţagha	ì̲weţaghagɨ́rɨ̍	'What are you bringing?'
únù	òlée̍hỹunuw̲è̲ţ̲a̲gha	ùnuw̲e̲ţ̲a̲ghagɨ́rɨ̍	'What are you (pl.) bringing?'
ínye̍	òlée̍hỹuu̲n̲u̲nyèghe	ù̲n̲u̲nyeghegɨ́rɨ̍	'What are you (pl.) giving?'
h̃a	òlée̍hỹeen̲y̲è̲gheh̃a	èn̲y̲e̲gheh̃agɨ́rɨ̍	'What are they giving?'
íri̍	òlée̍hỹeerìgheh̲̃a̲	èrigheh̲̃a̲gɨ́rɨ̍	'What are they eating?'
yá	òlée̍hỹoori̍ghe	òrígheg ɨrɨ̍	'What is he eating?'

(c) with Simple forms:

Key Word	Pattern 1	Pattern 2	English
	òlée̍booshi̍	òshiloolée̍	'Where is he from?'
ŋ̀ga	òlée̍ŋ̀góoshi̍	òshioléŋ̀ga	'What spot is he from?'
únù	òlée̍ŋ̀gúunushi̍	ùnushioléŋ̀ga	'What spot are you (pl.) from?'
íj'e̍	òlée̍ŋ̀gúunuj'è	ùnuj'eoléŋ̀ga	'What spot are you (pl.) bound for?'
ghɨ́	òlée̍ŋ̀gíij'è	ìj'eoléŋ̀ga	'What spot are you (sg.) bound for?'
ɨ́bya̍duo	òlée̍ŋ̀gɨ́ɨbyàduo	ɨ̀byaduooléŋ̀ga	'What spot are you (sg.) coming to?'
h̃á	òlée̍ŋ̀gáabỹàduoh̃a	àbyaduoh̃ooléŋ̀ga	'What spot are they coming to?'
ɨ́ga̍j'e	òlée̍ŋ̀gáagàj'eh̃a	àgaj'eh̃ooléŋ̀ga	'Where did they go?'
ǹjọ́k'ụ̍	òlée̍ŋ̀gánjọk'ụ̍gàj'e	ǹjọ́kụ̍ọ̀gaj'ooléŋ̀ga	'Where did Njoku go?'
ɨ́fụ̀ṭaduo	òlée̍ŋ̀gánjọk'ụ̍fụ̀ṭaduo	ǹjọ́kụ̍ọ̀fuṭaduooléŋ̀ga	'Where is Njoku coming out?'

(d)

Key Word	Pattern 1	Pattern 2	English
	òlée̍m̀mọ́ọwụ̍	ọ̀wụ́òlém̀me	'When is it?'

	òléˈèmmọ́ọwụ̍	ọ̀wụ́òlém̀me	
ónye	òléo̍onyọọwụ̍	ọ̀wóonye[1]	'Who is it?'
áfọ̀	òléa̍afọ̀ọ́wụ̍	ọ̀wáafọ̀gị́rị̍	'What year is it?'
édè	òléedèọ́wụ̍	ọ̀wéedèké	'What (kind of) coco yam is it?'

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[1] Note that /ónye/ here is the question word ònyé, but that as a Class II noun in environment 1 following high tone it has a (´ ´) tone pattern. Compare ọ̀wóonyọọb'yàa 'Is it a stranger?'.

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	Pronunciation	Structure
-óbi̍ọ̀h̃a-		
	ńnàmúukwu	ńnà-mụ́-ukwu
	ńnàḿuukwu ányɨeŋwèghɨkwenigarí[1]	ńnà-mụ́-ukwu ányɨ-eŋwèghikwenigarí
-ọ́nụegbu̍-		
	òlée̍hỹeanyiŋwe̍kwenif̃i	òlée̍-hỹe-anyɨ-ŋwe̍kwenif̃i
-óbi̍ọ̀h̃a-		
	ányɨ̀ŋwéf̃eɨgbụrụlùúnèf̃e	ányɨ̀-ŋwéf̃e-ɨgbụrụ-là-únèf̃e
-ọ́nụegbu̍-		
	àyọrɨɨgbụ́raah̃àayọ́	à-yọrọ-ɨgbụ́rụ-ah̃à-ayọ́
-óbi̍ọ̀h̃a-		
	ée áyọ̀rọyaáyọ̀ / ée áyọ̀rọyaayọ́	
-ọ́nụegbu̍-		
	ŋ́gwa̍ shìwéniya̍	
-óbi̍ọ̀h̃a-		
	íti̍ighe	íti̍i + ghe (HL)
	ǹnámà	
	ányụn̍namà	ányụ-n̍namà
	ɨ̀sɨ́mtìíghaanyụn̍namàáh̃àlóofe	ɨ̀-sɨ́-m-tìíghe-anyụ-n̍namà-áh̃à-lá-ofe

Basic Sentences

Spelling	English
-Obioha-	
nnam ukwu	my boss, sir ('my big father')
Nnam ukwu, anyi enweghikweni gari.	Sir, but we don't have (any) gari.
-Onuegbu-	
Ole ihe anyi nwekweniri?	What do we have then?
-Obioha-	
Anyi nwere igburu na unere.	We have cassava and bananas.
-Onuegbu-	
Ayọrọ igburu aha ayọ?	Was that cassava sifted?
-Obioha-	
E, ayọrọ ya ayọ.	Yes, it was sifted.
-Onuegbu-	
Ngwa, siweni ya.	O.K. Then cook it.
-Obioha-	
itighe	to put in
nnama	cattle
anu nnama	beef
I si m tighe anu nnama aha n'ofe?	Do you want me to put (in) (Do you say to me 'put (in)') that beef in the soup?

-ọ́nụegbu̍-

ògrí/ògırí

áwụsa

ògıríawụsa

ée tìíkweyọ̍ògıríawụsa ée tìíkwe-ya̍-ògırí-awụsa

-óbi̍ọ̀ña-

ụ̀cọ́/ụ̀tọ́

ɨ́cụ̍ụcọ/ɨ́tụ̍ụtọ (H) ɨ́cọ̍-ụcọ/ɨ́tọ̍-ụtọ

ọ́dɨ̀ḿma̍ ágàmıíme̍yaacọ̍ụụcọ̍ á-gà-mụ-íme̍-ya-acọ̍ọ̍-ụcọ̍

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[1] Mr. Ugorji's pronunciation is: ányɨeŋwe̍ghıkwenıgàrɨ́

Drill 17.1 Variation Drill on a Basic Sentence:

Key Word	Pattern
	ányɨeŋwèghıkwenıgarí
élìlı	ányɨeŋwe̍ghıkweneelìlı
mụ́	èŋwéghi̍kwenımeelìlı
àkw̃'á	èŋwéghi̍kwenımaakw̃'a
yá	òŋwéghi̍kwenaakw̃'a
ófe	òŋwéghi̍kwenoofe
ñá	èŋwéghìkwenıñoófe
úñèr̃e	èŋwéghìkwenıñuúñèr̃e
ŋwáŋ̍kwọ	ŋwáŋ̍kwọeŋwe̍ghıkwenuuñèr̃e
tomátò	ŋwáŋ̍kwọeŋwèghıkwenıtomátò

-Onuegbu-

ogiri	a seasoning
Hausa	Hausa
ogiri Hausa	a seasoning
E, tikwe ya ogiri Hausa.	Yes, and add Hausa ogiri.

-Obioha-

utọ	sweetness, taste
itọ utọ	to be tasty, to be sweet
Ọ di mma. Aga m ime ya atọọ utọ!	All right. I'm going to make it delicious!

	ŋwáŋ̍kwọeŋwèghikwenitomátò
únù	úneeŋwèghikwenitomátò
áz̃ụ̀	úneeŋwe̍ghikwenaaz̃ù
mụ́	èŋwéghi̍kwenimaaz̃ụ̀
àyibásà	èŋwéghi̍kwenimaàyibásà
ányị̀	ányịeŋwe̍ghikwenaàyibása
gàrí	ányịeŋwe̍ghikwenigàrí

Drill 17.2 Variation Drill on a Basic Sentence

Key Word	Pattern
	ányị̀ŋwér̃ịịgbụrụlùúñèr̃e
gàrí	ányị̀ŋwér̃egàrílùúñèr̃e
mụ́	éŋwe̍r̃emgàrílùúñèr̃e

	éŋwe̍r̃emgàrilùúñèr̃e
làakw̃'á	éŋwe̍r̃emgàrílàakw̃'á
h̃á	éŋwèr̃eh̃agarílàakw̃'á
ánụ n̍namà	éŋwèr̃eh̃aánụn̍namàlaakw̃'á[1]
yá	óŋwe̍r̃aanụn̍namànaakw̃'á[1]
lèélìli	óŋwe̍r̃aanụn̍namàleélìli[1]
ògrí	óŋwèr̃oogrílèélìli
anyɨ̀	ányɨ̀ŋwer̃oogrílèélìli
ɨ̀gbụ́rụ	ányɨ̀ŋwér̃ɨɨgbụrụlèélìli
lùúñèr̃e	ányìŋwér̃ɨɨgbụrụlùúñèr̃e

Note 17.1 The Verbal Noun as Emphatic Signal

àyọrɨɨgbụ́raah̃àayọ́	'Was that cassava sifted?' ('Did one sift that cassava [a] sifting?')

As noted previously, in the absence of a noun object following a verb, the verbal noun from the same verb root is regularly employed to complete the clause:

---écila̍abyaa̍bya	'tomorrow' ('day one day removed from today which is coming [a] coming')

When the verbal noun is employed, as in the sentence cited above, following a noun object (here ɨ̀gbụ́rụ) the sentence is more emphatic than without the verbal noun.

Drill 17.3 Variation Drill on Basic Sentences:

Key Word		Pattern
	àyọrɨɨgbụ́raah̃àayọ́	ée áyọ̀rɨyaáyọ̀
ghɨ́	ɨ̀yọrɨɨgbụ́raah̃àayọ́	ée áyọ̀rọmɨyaáyọ̀

---

[1] Note the unpredictable and inconsistent employment now of là, now of nà with nasal sounds in the environment.

	ị̀yọrịịgbụ́raahàayọ́	ée áyọ̀rọmịyaáyọ̀
íku̍mir̃i̍	ìkúrumir̃a̍ah̃èekú	ée ↑ éku̍rumiyeeku
h̃á	èkuruhamír̃a̍ahèekú	ée ↑ ékùruh̃iyeekú
únù	ùnukúrumira̍ah̃èekú	ée ↑ ányị̀kúriyeeku
íshi̍ofe	ùnushiroófaah̃èeshí	ée ↑ ányị̀shiriyeeshí
yá	òshiroófaah̃èeshí	ée óshìriyeeshí
ị́r̃ụ̍ọ̃r̃ụ	ọ̀r̃ụ́r̃ọọ̃r̃aah̃àãr̃ụ́	ée ọ́r̃ụ̍rịyaar̃ụ
á	àr̃ụ́r̃ọọ̃r̃aah̃àãr̃ụ́	ée ár̃ụ̍r̃ịyaar̃ụ
ị́vụ̀édè	àvụreéda̍ah̃àavụ́	ée ávụ̀riyaávụ̀
ghị́	ị̀vụreéda̍ah̃àavú	ée ávùrumiyaávụ̀
ị́zàezhí	ị̀zareezhíah̃àazá	ée ázàramịyaazá
h̃á	àzarah̃ezhíah̃àazá	ée ázàrah̃ịyaázà
ị́h̃ụ̍dọktọ	àh̃ụr̃ụh̃adọ́ktàah̃ụ́	ée áh̃ụ̀r̃ụh̃adọ́ktàah̃ụ́
yá	ọ̀h̃ụr̃ụdọ́ktàah̃ụ́	ée ọ́h̃ụ̀rụdọ́ktàah̃ụ́
ị́ga̍opopò	ọ̀garoopćpàagá	ée ọ́gàroopópàagá

Note 17.2 The Order of Possessive and Other Modifiers:

Note the phrases:

ényìḿŋwook'o̍	'my male friend'
ọ́gọ̀ḿŋwaànyị	'my female relative in law'
ńnàḿuukwu	'my master ('my big father')'

From these examples it can be seen that a possessive pronominal form occurs immediately following the noun possessed and is itself followed by any further modifiers, single words or clauses.

Further example:

ŋwághu̍ukwu	'your big child'

When, however, the possessor is a noun, it follows the modifier:

óg'òŋwáànyɨ́n̍jọkụ̍

Thus, if the possessor noun is itself possessed by a pronominal, a following modifying noun modifies the possessor noun not the possessed noun:

ógòŋŋwám̍ŋwaànyɨ	'the relative-in-law of my daughter'
but ógòŋwáànyɨ́ŋ̍ŋwam	'the female relative-in-law of my child'

ànyɨ́ and únù may occur in this construction either in pronominal or in noun position:

ńnàḿuukwu	'my boss'
ńna̍a̍nyuukwu	'our boss'
or ńnùúkwua̍nyɨ	
ńnùúnùúkwu	'your boss'
or ńnùúkwuunù	

but in nominal position these tend to be somewhat derogatory to the possessor, implying the excessive superiority of the boss. However, when such social position is not involved the nominal position is more normal:

jíukwua̍nyɨ	'our big yams'
ọ̀kụ́kọ̀úkwuunù	'our big chickens'
ụ́mụţàkɨ́raa̍nyɨ	'our (small) children'

Drill 17.4 With Possessive Pronouns

New Word:

àd'á	oldest daughter

Key Word	Pattern	
	ényìḿŋwook'o̍gàraáhya	'My (male) friend went to market.'
ŋwá	ŋwám̍ŋwook'o̍gàraáhya	'My son went to market.'
ghɨ́	ŋwághɨ̍ŋwook'o̍gàraáhya	'Your son went to market.'
ŋwáànyɨ	ŋwághɨ̍ŋwaànyɨgaraáhya	'Your daughter went to market.'
ɨ́zụ̍	ŋwághɨ̍ŋwaànyɨzụraáhya	'Your daughter shopped.'
ọ́gọ̀	ọ́gọ̀ghɨ́ŋwaànyɨzụraáhya	'Your female in-law shopped.'
épe	ọ́gọ̀ghɨ́ŋwaànyɨzụreépe	'Your female in-law bought oranges.'
ɨ́ra̍	ọ́gọ̀ghɨ́ŋwaànyɨráreepe	'Your female in-law ate ('licked') [an] orange.'
ŋwám̍ŋwaànyɨ	ọ́gọ̀ŋwám̍ŋwaànyɨráreepe	'The in-law of my daughter ate an orange.'
ŋwóok'o̍	ọ́gọ̀ŋwám̍ŋwook'o̍rarepe	'The in-law of my son ate an orange.'
únèr̃e	ọ́gọ̀ŋwám̍ŋwook'o̍raruunèr̃e	'The in-law of my son ate a banana.'
ŋwá	ŋwáŋwa̍mŋwook'o̍raruunèr̃e	'The child of my son ate a banana.'
ŋwáŋwa̍m	ŋwáŋwa̍mraruunèr̃e	'My grandchild ate a banana.'
íre̍	ŋwáŋwa̍mreruunèr̃e	'My grandchild sold bananas.'
áhya	ŋwáŋwa̍mreraahya	'My grandchild made a sale.'

b)

Useful Word:

óc'ò grand (as in grandfather)

Key Word	f Pattern	
	ényèr̃emiyánnàmúukwu	'I gave it [to] my boss.'
yá	ónyèr̃eyánnàmúukwu	'He gave it [to] my boss.'
ɨ́zụ̍ɨ	ọ́zụ̀ɨrɨyánnàmúukwu	'He sold it to my boss.'
yá	ọ́zụ̀ɨrɨyánnɨ̀yúukwu	'He sold it to his boss.'
ǹné	ọ́zụ̀ɨrɨyanníyu̍ukwu[1]	'He sold it to his boss (female).'
óc'ò	ọ́zụ̀ɨrɨyanníyo̍oc'ò	'He sold it to his grandmother.'
h̃á	ọ́zụ̀ɨrɨh̃anníyo̍oc'ò	'He sold them to his grandmother.'
ányɨ̀	ọ́zụ̀ɨrɨh̃annáa̍nyooc'ò	'He sold them to our grandmother.'

Drill 17.5 With noun possessors:

Useful Word:

àd'éeg'ò Proper name for a female 'daughter of money'

---

[1] Note the tone of /yà/, here low before ǹné, elsewhere high before nna. This illustrates a tendency of pronoun object forms to assimilate tonally to what follows.

a)

Key Word	Pattern	
	ényi̍ŋwook'o̍n̍ȷọkʉ̍garaáhya	'Njoku's male friend went to market.'
ŋwá	ŋwáŋwook'o̍n̍ȷọkʉ̍gàraáhya	'Njoku's son went to market.'
ŋwáànyɨ	ŋwáŋwaànyɨ́n̍ȷọkʉ̍gàraáhya	'Njoku's daughter, went to market.'
àd'éeg'o̍ (P.N.)	ŋwáŋwaànyɨa̍d'eeg'o̍zùraáhya	'Adaego's daughter shopped.'
ɨ́fʉ̀ezhí	ŋwáŋwaànyɨa̍d'eeg'o̍fʉ̀reezhí	'Adaego's daughter went outside.'

b)

Key Word	Pattern	
	ényèřemiyánnùúkwun̍ȷọkʉ̍	'I gave it to Njoku's boss.'
yá	ónyèřiyánnùúkwun̍ȷọkʉ̍	'He gave it to Njoku's boss.'
íwèta	ówèţarɨyánnùúkwun̍ȷọkʉ̍	'He brought it to Njoku's boss.'
h̃á	ówèţarąh̃ánnùúkwun̍ȷọkʉ̍	'He brought them to Njoku's boss.'
óc'ò	ówèţarąh̃ánnòóc'o̍n̍ȷọkʉ̍	'He brought them to Njoku's grandfather.'
ǹné	ówèţarąh̃ánneoc'o̍nȷọkʉ̍	'He brought them to Njoku's grandmother.'

c)

Key Word	Pattern	
	ńd'ụ̀zụịrịŋwíỹe̍m̍bụn̍joke̍epe	'Ndu sold oranges to Njoku's first wife.'
ọ́kwụ̀rụ	ńd'ụ̀zụịrịŋwíỹe̍m̍bụn̍jọkọ̍ọkwụ̀rụ	'Ndu sold okra to Njoku's first wife.'
ínye̍	ńd'ụ̀nyefeŋwíỹe̍m̍bụn̍jọkọ̍ọkwụ̀rụ	'Ndu gave okra to Njoku's first wife.'

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Pronunciation		Structure
	-cídị̀-	
ìméw̃ene		ì-méw̃ene
	-ǹjọ́k'ụ̍-	
ée ényìḿ ị̀gáwala		ée ényì-ḿ ị̀-gáwala
	-cídị̀-	
ácọ̀rọmghéeci		á-cọ̀rọ-m-ghị́-eci
	-ǹjọ́k'ụ̍-	
gíri̍mèr̃e		gíri̍-mèr̃e
	-cídị̀-	
háfụ̀		
háfụ̀ mmị̀ị́yọ̀rọ máa̍kọrọghị̍		háfù mmè-ị́-yọ̀rọ mú-a̍kọrọ-ghị̍
	-ǹjọ́k'ụ̍-	
ọ́dị̀ḿma̍ òlée̍ŋ̀gaányị̀giízù		òlée̍-ŋ̀ga-ányị̀-ga-ízù
	-cídị̀-	
ízù		
ízu̍ga̍raa̍ga		ízu̍-ga̍ra-a̍ga

Basic Sentences

Spelling	English
-Chidi-	
I mewene?	Hello! ('Have you started to do [something]?')
-Njoku-	
E, enyim. I gawala?	Yes, my friend. Hi! ('Have you started going?')
-Chidi-	
A cọrọ m gi echi.	I looked for you yesterday.
-Njoku-	
Gini mere?	What happened?
-Chidi-	
hafu	skip it, leave off
Hafu. Mgbe i yọrọ mu akọrọ gi.	Skip it. When you return [from work] I'll then tell you.
-Njoku-	
Ọ di mma. Ole nga anyi ga izu?	All right. Where are we going to meet?
-Chidi-	
izu	week - originally the two times four-day market cycle
izu gara aga	last week

ọ́wụrụmàghíkwe ágàmịị́sị̍ yawụrụebaañàányịnọ̀r̃o-líizú̍gá̍raá̍ga	ọ́-wụrụ-mà-ghí-kwe á-gà-mụ-ị́sị̍-ya-wụrụ-ebe-añà-ányi-nọ̀r̃ọ-lá-izú̍-gá̍ra-á̍ga

-ǹjọ́k'ụ̍-

ízò/íjò	(L)
mọ̀ọwụ́lá̍ghị	mà-ọ-wụ́-lá̍-ghị
ḿbya	alternative for ị́byá̍abya
mọ̀ọwụ́lá̍ghịsịmir̃i̍zòghe ágàmḿbya	mà-ọ-wụ́-lá̍-ghị-sị-mir̃i̍-zòghe á-gà-m-ḿbya

-cídị̀-

ógwè	
ogwèḿkwe	ógwè-ḿ-kwe
ọ́ụbèdị́	ọ́-wụ-bè-dị́
áŋwụ	
ị́c'á̍	(H)
ógwèḿkwe ọ́ụbèdị́sịaŋwụnaàc'á ágàmịị́nụ̀yá	ógwè-ḿ-kwe ọ́-wụ-bè-dị́-sị-aŋwụ-na-ac'á á-gà-mụ-ị́nọ̀-yá

Note 18.1 Days of the Week

The Igbo week, ízù, is divided into two four-day market cycles - total eight days - of which the following are the calendar names:

1.	èk'úukwu	(èk'é-ukwu)	'big eke'
2.	óryùúkwu	(óryò-ukwu)	'big oryo'
3.	àfuúkwu	(àfọ-ukwu)	'big ofọ'

Ọ buru ma gi kwe, aga m isi ya buru ebe aha anyi nọrọ n'izu gara aga.	If you agree, I would say it should be that place we were last week (a week [8 days] ago).

-Njoku-

izo	to fall (of rain)
ma ọbulaghi	whether it is or not
mbia	to come (a coming)
Ma ọbulaghi si miri zoghe, aga m mbia.	I'm going to come whether it rains or not.

-Chidi-

ogwe	self
ogwem kwe	me too
ọbubedi	even if it is ---
anwu	sun (light)
icha	to shine, to glow
Ogwem kwe. Ọbubedi si anwu na acha, aga m inọ ya.	Me too. Even if the sun shines, I'll be there.

4.	ŋ̀kwúukwu (ŋ̀kwọ́-ukwu)	'big ŋkwọ'
5.	èk'énṭà	'little eke'
6.	óryòńṭà	'little oryo'
7.	àfọńṭa	'little afọ'
8.	ŋ̀kwọ́nṭà	'little ŋkwọ'

Although some of the larger markets, e.g., Onitsha, Umuahia, etc., hold market every day, many markets are held only every eight days. Some daily markets, e.g. èkọ́ọ̀h̃a ('public eke'), have a larger market on their proper one day in eight.

In general the markets which meet on úkwu days draw produce and customers from a larger area than those which meet on ńt̩à days. The latter are largely for local trading in salt and local produce. A district usually has only one big market day attended by people from other districts. On other 'big' days one town in a district may hold market for the entire district but not for outsiders. Such a market is not recognized as an úkwu market but is considered an ńt̩à market and given a name - e.g. àfíizù 'afọ meeting'.

In some districts there is no market on a particular day. In such cases the Igbo says e.g. 'We have no óryùúkwu'. By this he does not mean that they do not count that day but rather that there is no market locally.

It is common to modify the words èk'é etc. on small market days by ànyí 'our' or by a name celebrating some historic event or some person, and on the one large market day by ọ̀h̃a 'public' or by the name of the town where it is held.

One anticipates visitation by relatives and friends from afar on úkwu days and more local visitations on ńt̩à days:

Of course, modern westernized Igbos employ the western seven-day for practical purposes, employing the word wíìki interchangeably with ízù (now meaning seven days) and the English names.

Drill 18.1 Day of the Week/Market Places:

a)

Useful Words:

ọ̀nyica/ọ̀nica	Onicha (a town)
ŋ̀gw̃ụr̃ụ́	Ngwuru (a town)
ị́fụ̀áhya	-to come out, to make a debut

Key Word	Pattern	
	ányɨ̀gıízu̍làŋkwọ́a̍nyɨ	'We are going to meet at our Nkwọ [market].'
àfọ	ányɨ̀gıízulàafọ́a̍nyɨ	
ízu̍kọ̀	ányɨ̀gıízu̍kọ̀laafọ́a̍nyɨ	
èkóònyıcha	ányɨ̀gıízukọ̀leekóònyıcha	'We're going to meet together at Onıcha's bıg (Eke) [market].'
íme̍nzụ̀kọ́	ányɨ̀gııíme̍nzụ̀kọ́lèekóònyıcha	
ŋ̀kwọ́ọh̃à	ányɨ̀gııíme̍nzụ̀kọ́làŋkwọ́ọh̃à	'We're going to meet together at [the] publıc (ŋkwọ̍) market.'
ɨ́fụ̀áhya	ányɨ̀gɨɨ́fụ̀áhyalàŋkwọ́ọh̃à	'We're going to make our debut at [the] publıc (ŋkwọ̍) market.'
ɨ́nọ̀	ányɨ̀gɨɨ́nọ̀naŋkwọ́ọh̃à	
ɨ́bya̍	ányɨ̀gɨɨ́bya̍làŋkwọ́ọh̃à	
h̃a	ágàh̃ɨɨ́bya̍làŋkwọ́ọh̃à	
èkéŋ̀gw̃ụr̃ụ́	ágàh̃ɨɨ́bya̍lèekéŋ̀gw̃'ụrụ́	

b)

Useful Words:

ḿbà	dıstrıct, trıbe, natıon	
ọ̀wụ́wa	breakıng up of (derıved from ịwá 'to break up')	ọ̀wụ́waanyaŋwụ̍ East[ern Regıon] (Breakıng up of [the sky by] the sun')
ányaŋwụ̍	[the] sun	
nàygírıà	Nıgerıa	
áma	lane, street, clan, road leadıng to famıly compound	
ézhıamà	'Good Clan' - a clan name	
mòót'ù	at all	
ọ̀bụla	any	
ụ̀fọ́dụ	some	
ụ́mụaghára	a place name	

Key Word	Pattern	
	ònyıcáamaı̍rıŋwer̃enaanı̍otùáhyuukwu	'The ten clans of Onıcha have only one large market.'
ḿbàlíıle̍lọ̀ọwụ́wa-anyaŋwụ̍nàygírıà	ḿbàlíıle̍lọ̀ọwạ́anyaŋwụ̍nàygírıà ŋwér̃enaanı̍otùáhyuukwu	'All clans ın the Eastern Regıon of Nıgerıa have only one large market.'

ọ̀tụ́t̩ụahyant̩à	m̀bàlíilélọ̀ọwụ́waanyaŋwụ̍nàygírıàŋwéře- ọ̀tụ́tụahyant̩à	'All clans in the Eastern Region of Nigeria have many small markets.'
ụ́maagháradị̍liimọ- ọ̀nyica	ụ́maagháradị̍liimọọ̀nyicaŋwéřeọ̀tụ́tụ- ahyant̩à	'Umuaghara which is in Onicha has many small markets.'
éŋwe̍ghịahyuukwu- kèh̃ánaanị̍	ụ́maagháradị̍liimọọ̀nyiceéŋwe̍ghi- ahyuukwukèh̃ánaanị̍	'Umuaghara which is in Onicha doesn't have a large market of its own.' ('---doesn't have a big market of theirs alone.')
ụ̀ịọ́dụmbà	ụ̀fọ́dụmbèéŋwe̍ghiahyuukwukèh̃ánaanị̍	'Some clans don't have a large market of their own.'
ézhiamà	ézhiame̍eŋwe̍ghiahyuukwukèh̃ánaanị̍	'Eziama doesn't have a big market of [its] (their) own.'
ọ̀bulamoót'ù	ézhiame̍eŋwe̍ghiahyọọ̀bụlamoót'ù	'Eziama hasn't any market at all.' ('---hasn't market, any at all')

c)

Useful Words:

íc'è	different
íc'i̍ıc'è	various

Key Word	Pattern	
	ọ̀nyıcanáanị̍ŋweekọọ̀nyıca	'Only Onicha has Onicha Eke [market].'
ọ̀nyıca	ọ̀nyıcaŋwéekọọ̀nyıca	
ȷàazụ́	ọ̀nyıcaȷaazụ́ekọọ̀nyıca	'Onicha shops [at] Onicha Eke [market].'
ḿba̍di̍ıc'ııc'è	ḿba̍dııc'ııc'èȷaazụ́ekọọ̀nyıca	'Various districts shop [at] Onicha Eke.'
ị́bya̍	ḿba̍di̍ıc'ııc'èȷaabyéekọọ̀nyıca	
ị́ga̍	ḿba̍dııc'ııc'èȷaagéekọọ̀nyıca	'Various districts go [to] Onicha Eke.'
ékeŋ̀gw̃ụr̃ụ́	ḿba̍dııc'ııc'èȷaagéekeŋ̀gw̃ụr̃ụ́	'Various districts go to Ngwuru Eke.'
ŋ̀gw̃ụr̃ụ́	ŋ̀gw̃ụr̃ụ́ȷàagéekeŋ̀gwụr̃ụ́	'Ngwuru goes to Ngwuru Eke.'
ị́zụ̍	ŋ̀gw̃ụr̃ụ́ȷàazụ́ekeŋ̀gwụr̃ụ́	'Ngwuru shops [at] Ngwuru Eke.'
ŋwé	ŋ̀gw̃ụr̃ụ́ŋweekeŋ̀gwụrụ́	'Ngwuru has Ngwuru Eke.'

ŋ̀gw̃ụr̃ụ́naanị̍	ŋ̀gw̃ụr̃ụ́naanị̍ŋweekeŋ̀gw̃ụr̃ụ́	'Ngwuru alone has Ngwuru Eke.'
ńaanị̍ŋ̀gw̃ụr̃ụ́	ńaanị̍ŋ̀gw̃ụr̃ụ́ŋweekeŋ̀gw̃ụrụ́	'Only Ngwuru has Ngwuru Eke.'
óryò	ńaanị̍ŋ̀gw̃ụrụ́ŋwooryo̍ŋ̀gw̃ụr̃ụ́	'Only Ngwuru has Ngwuru Orıo.'
làazụ́	náanị̍ŋ̀gw̃ụrụ́làazụ́oryoŋ̀gwụr̃ụ́	'Only Ngwuru shops (at) Ngwuru Orıo.'

d)

Useful Word:

áhỹar̃a̍ Ahıara, a place name

Key Word	Pattern	
	ékọ̀ọnyıcawéekuukwu	'Onıcha Eke ıs (a) bıg Eke.'
ŋ̀gw̃ụr̃ụ́	ékeŋ̀gwụr̃ụ́weekuukwu	'Ngwuru Eke ıs (a) bıg Eke.'
áhỹar̃a̍	ékaahỹa̍r̃a̍weekuukwu	'Ahıara Eke ıs (a) bıg Eke.'
ńṭà	ékaahỹa̍r̃a̍weekenṭà	'Ahıara Eke ıs (a) lıttle Eke.'
óryò	óno̍ahỹa̍r̃a̍wooryonṭà	'Ahıara Orıo ıs (a) lıttle Orıo.'
ŋ̀gw̃ụr̃ụ́	óno̍ŋ̀gw̃ụr̃ụ́wooryonṭà	'Ngwuru Orıo ıs (a) lıttle Orıo.'

Note 18.2 Numbers above 12:

In Note 5.3 numbers up to twelve were presented. Higher numbers are as follows:

ìrílàaţọ́	13
ìrílàannọ́	14
ìrílìišó	15
ìrílìišhíî	16
ìrílàasáà	17
ìrílàasáţo̍	18
ìrílìitéghete	19
óhu̍/ọ́g'ụ̍	20
óhulòótù/ọ́g'ụlòótù	21
- - - -	
óhulìirí/ọ́g'ụlìirí/ìría̍ţọ	30
óhulìirílòótù/ọ́g'ụlìirílòótù/ìría̍ţọlòótù	31
- - - -	
óhuàbụ́ọ̍/óhulaàbo[1]/ọ́g'ụàbụ́ọ̍/ọ́g'ụlaàbo[1]/ìría̍nnọ	40
óhuàbụ́ọ̍lìirí/ọ́g'ụàbụ́ọ̍lìirí/áhulaàbolìirí/ ọ́g'ụlaàbolìirí/ìríi̍šo	50
óhuàţọ́/ọ́g'ụàţọ́/ìríi̍šhị̍ị̂	60

---

[1] Note that àbụ́ọ̍, when a modifier has an alternate form láàbo:

ḿmad'àabụ́ọ̍ or ḿmad'u̍laàbọ

but this alternate is not used in counting, even when counting items modified by the numbers:

ótùḿmad'ụ̍, ḿmad'àabụ́ọ̍, ḿmad'àaţọ́, etc.

óhuàţọ́lììrí/ọ́g'ụàţọ́lììrí/ìría̍saà	70
óhuànnọ́/ọ́g'ụànnọ́/ìría̍saţọ̍	80
óhuànnọ́lììrí/óg'ụ̀ànnọ́lììrí/ìríi̍teghete	90
ìríleerì/ọ́g'ụi̍s̃o/óhui̍s̃o	100
ọ́g'ụi̍s̃hiĩ̀ (ìríleerìloóhu)	120
ọ́g'ụa̍saà	140
ìríleeri̍laàbo (ọ́g'ụi̍ri)	200
ńnụ̀ (where they count in 20's is 400)	1000

In counting items above twenty, the word modified comes after óhu and is repeated before the additional number: e.g.

óhuanụ̍nàánụi̍ri 'thirty animals' ('a score of animals and ten animals')

The repetition of the noun is not required

óhuanụ̍nììrí 'thirty animals' ('a score of animals and ten')

Note 18.3 Ordinal Numerals:

We have noted m̀bụ́ 'first'. The remaining ordinal numerals are commonly expressed by the use of kè plus the cardinal numeral:

ákwụkwọka̍annọ 'the 4th book'

Note that kè (ǹke), a Class IV noun, has, as usual, a high tone before numbers of Class II. m̀bụ́ also occurs with kè:

ákwụkwọke̍mbụ 'the 1st book'

Nouns do occur, however, with ordinal numerals without kè. In this case a modification compound (see Note 7.1) indicates the cardinal numeral while a possessive compound signifies the ordinal numeral. Remember that there is no distinction between modification and possessive compounds with Class I and Class II nouns. Thus:

íshia̍to̩ is 'three heads' or 'the third head'
èzhía̍nno̩ is 'four compounds' or 'the fourth compound'
but: áfò̩išhíì is 'six years' and
áfo̩̍i̍šhiì is 'the sixth year' ('year of six')

Similarly

àlaasát̩o̍ is 'eight countries'
while àláa̍sat̩o̩̍ is 'the eighth country' ('country of eight')

A few Class I nouns are clearly singular or plural and hence unambiguous:

	ónyaa̍saà	'the seventh person'
compare	ḿmad'ù̩asáà	'seven individuals'
contrast	ḿmad'u̩̍a̍saà	'the seventh man'

Note also:

	ńdi̩i̍šo	'the fifth group'
contrast	òtuišó	'five sets'
	òtúi̍šo	'the fifth team'

òtu - group, set, team

With ordinal numerals over twenty, in contrast with the situation with cardinal numerals (see Note 19.2), the noun modified precedes the entire number:

	ánu̩ohu̍lìirí	'the thirtieth animal'
contrast:	óhuanu̩̍nìirí	'thirty animals'

Because of this distinction kè is not necessary with ordinal numerals over twenty.

Drill 18.2 Ordinal Numerals:

a)

Useful Word:

míšhɨ̍ɵ̀nʉ mission

Key Word	Pattern	
	ɵ́gàghaákwʉkwɵlàskúùláa̍nyɨkem̍bʉ	'He goes to school at our first school.'
àbʉ́ɵ̍	ɵ́gàghaákwʉkwɵlàskúùláa̍nyɨkaa̍bʉɵ̍	
ŋwám̍	ŋwám̍gàghaákwʉkwɵlàskúùláa̍nyɨkaa̍bʉɵ̍	
ìšó	ŋwám̍gàghaákwʉkwɵlàskúùláa̍nyɨkıi̍šo	'My son goes to school at our fifth school.'
míshɨ̍ɵ̀nʉ	ŋwám̍gàghaákwʉkwɵlamıshɨ̍ɵ̀náa̍nyɨkıi̍šo	'My son goes to school at our fifth mission.'

b)

Useful Word:

íshi̍t'e (HL +) to prepare and bring [food]

Key Word	Pattern	
	ŋwáànyɨḿkaa̍nnɵyɵ̀ruúyò	'My fourth wife returned home.'
ŋwíỹè	ŋwíỹèḿkaa̍nnɵyɵ̀ruúyò	

	ŋwíỹèḿkaa̍nnọyọ̀ruúyò	
ị́ga̍ahya	ŋwiỹèḿkaa̍nnọgàraáhya	
ìs̃híì	ŋwíỹèḿkii̍s̃hiìgaraáhya	'My sixth wife went to market.'
íshi̍t̩er̃i	ŋwíỹèḿkii̍s̃hiìshit̩erer̃í	'My sixth wife cooked and served food.'

c)

Useful Word:

ọ́p'ara eldest son

Key Word	Pattern	
	ŋwám̍ŋwook'o̍gbaroonyem̍bụ	'My son took first place.' ('---ran first person')
ọ́param̍	ọ́param̍gbaroonyem̍bụ	'My eldest son took first place.'
láàbo	ọ́param̍gbaroonyenaàbo	'My eldest son took second place.'
ŋwám̍ŋwook'okaa̍buọ̍	ŋwám̍ŋwook'o̍kaa̍buọ̍gbaroonyenaàbo	'My second son took second place.'
ìtéghete	ŋwám̍ŋwook'o̍kaa̍bụọ̍gbaroonyii̍teghete	'My second son placed ninth.'
ọ̀kụ́kụ̀yá	ọ̀kụ́kụ̀yágbaroonyii̍teghete	'His chicken placed ninth.'

d)

Useful Word:	
ọ́ŋwa	month

Key Word	Pattern
	ȷénua̍arị̀wọ́ọŋwam̍bụlaafọ̀
fébụwa̍arị̀	fébụwa̍arị̀wọ́ọŋwaa̍bụọ̍laafọ̀
máàcị	máàcịwọ́ọŋwaa̍tọlaafọ̀
épereèlu	épereèluwọ́ọŋwaa̍nnọnaafọ̀
méẽ̀	méẽ̀wọ́ọŋwıı̍s̃onaafọ̀
ȷúùnu	ȷúùnuwọ́ọŋwıı̍s̃hıı̀náafọ̀
ȷùláàyị	ȷùláàyịwọ́ọŋwaa̍saàláafọ̀
ọ́gọọ̀stị	ọ́gọọ̀stịwọ́ọŋwaa̍saṭọ̍laafọ̀
sèptémbà	sèptémbàwọ́ọŋwıı̍teghetelaafọ̀
ọ̀któbà	ọ̀któbàwọ́ọŋwıı̍rılaafọ̀
nọ̀vémmbà	nọ̀vémmbàwọ́ọŋwıı̍rılòótùláafọ̀
dị̀sémmbà	dị̀sémmbàwọ́ọŋwıı̍rılàabụ́ọ̍laafọ̀

e)

Useful Words:	
ị́gba̍la (H)	to escape
ị́gba̍lagha (H ∔)	to run back, to retreat, to escape back

Key Word	Pattern	
	ónyoohu̍mh̃ụ̀r̃ụagbálaghala	'The twentıeth person I saw has run back.'

	ónyooh̃úm̃h̃ụ̀r̃ụagbálaghala	
óhulìıs̃ó	ónyoohulìıs̃óm̃h̃ụ̀r̃ụagbálaghala	
óhulìırí	onyoohulìırím̃h̃ụ̀r̃ụagbálaghala	
ị́gbála	ónyoohulìırím̃h̃ụ̀r̃ụ̀agbálaala	'The 30th person I saw has escaped.'
ánụ	ánuohulìırím̃h̃ụ̀r̃ụ̀agbálaala	'The 30th animal I saw has escaped.'

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Pronunciation	Structure
-ǹjó̩k'u̩̍-	
ík'ekwe	ík'e-kwe
ó̩jɨ	
ík'ekwe ágàmiíwèt̩araghɨ́- o̩jɨmàḿbyawa	ík'e-kwe á-gà-mu̩-íwèta- ra-ghɨ́-o̩jɨ-mmè-ḿ-byawa
-cídɨ̀-	
ù̩kó̩	
ù̩kó̩nhỹè	ù̩kó̩-hỹè
ívu̍	(HL)
ívu̍t̩e	(HL +)
íme̍ene màó̩u̩̍ghu̩u̩ko̩nhỹè ágàmiívu̍t̩ereghɨmmɨɨ	mà-ó̩-wu̩̍ghɨ-u̩ko̩-nhỹe̍ á-gà-mu̩-ívu̍t̩e-re-ghɨ-mmɨɨ
-ǹjó̩k'u̩̍-	
háfù̩ écègbulooŋwéghi̍	háfù̩ écègbule-ogwé-ghi̍
-cídɨ̀-	
ɨ́pa̍	H
ɨ́pa̍t̩a	ɨ́pa̍ + t̩a
áb'a	
ó̩k'u̩	

Basic Sentences

Spelling	English
-Njoku-	
ikekwe	if possible ('if strength permits')
ọji	kola nut, horsd'oeuvre
Ikekwe, aga m iwetara gi oji mgbe m byawa.	If possible, I'm going to bring along a kola nut for you when I come.
-Chidi-	
ukọ	scarcity, lack
uko ihe	poverty, scarcity of things
ivu	to carry (on the head)
ivute	to carry along
Imeene. Ma ọ bughi ukọ ihe, aga m ivutere ghi manyi.	Thanks. If it were not for poverty I would bring along wine for you.
-Njoku-	
Hafu. Ecegbule onwe gi.	Forget it. Don't think yourself to death.
-Chidi-	
ipa	to carry (in hand)
ipata	to carry along
aba	bottle
ọku	hot, fire, heat

èbele	
ọ́wụrụmàcíkwe ágàmị- ị́páţootùáb'ammịịọkụ̍ mọ̀ọuebelémmị̀ị̃	ọ́-wụrụ-mà-cí-kwe á-gà- mụ-ị́pȧţa-otù-áb'a-mmịị-ọkụ̍ mà-ọ-wụ-ebelé-mmị̀ị̃
-ǹjọ́k'ụ̍-	
ụ́bọ̀cılíıle̍ ghéewèţámmị̀ị̃	ụ́bọ̀cı-líıle̍ ghị́-ewèţá-mmị̀ị̃
ị́gbàlị̀	(L)
èhı	
líıhi̍keè ágàmịị́gbàlị- weţákwanịotú̍èhı	là-íhi̍-keè á-gà-mụ-ị́gbàlị̀- weţákwanị-otú̍-èhı
-cídị̀-	
ńsògbú	
énye̍nooŋwe̍ghınsògbú	énye̍ne-oŋwe̍-ghı-nsògbú
shíţe/síţe	
gàwá	
ị́ka̍ra	(H +)
síţuugbuàgawá ágàmnéèmé- karaòt'úkàáh̃à	síţe-ugbu-à-gawá á-gà-m- ná-èmé-kara-òt'ú-kè-áh̃à
-ǹjọ́k'ụ̍-	
ị́h̃ụ̍naanya	(HL) ị́h̃ụ̍-na-anya
ị́h̃ụ̍nàánya	

ebele	calabash
Ọ bụru ma ci kwe, aga m ipata otu aba manyi ọku, ma ọ bu ebele manyi.	If God permits I'm going to bring along a bottle of warm wine, but it will be home brew ('calabash wine').
-Njoku-	
Ubochi nile, gi eweta manyi.	Every day you bring along wine.
igbali	to try
ehi	time, occasion
N'ihi nkea, aga m igbali wetakwani otuehi.	Because of this, I will try to bring [some] one day.
-Chidi-	
nsogbu	trouble
Enyele ogwe gi nsogbu.	Don't give yourself trouble.
site	starting from
gawa	(going) on
ikara	to surpass
Site ugbua gawa, aga m na eme kara otu ke aha.	From now on I'm going to do more like that. ('Starting from now going on, I'm going to proceed to do surpassing manner of that.')
-Njoku-	
ihu na anya	to love (see in the eye)
ihu na anya	love (noun), affection

ọ́wụ̍màka ị́hụ̍nàányiiŋwe̍r̃e- neebemnọ̀	ọ́-wụ̍-màka ị́hụ̍-nà-ánya- i-ŋwe̍r̃e-na-ebe-m-nọ̀

-cídị̀-

ée ↑ ényìḿŋwook'o̍ óg'àagáala kàḿgawa	ée ↑ ényì-ḿ-ŋwook'o̍ óg'è-agáala kà-ḿ-gawa

-ǹjọ́k'ụ̍-

ọ́dị̀ḿma̍ yọ́ŋgwa̍ŋgwà	yọ́-ŋgwa̍-ŋgwà

Note 19.1 Comparisons:

Useful Words:

ívù	fatness, extent, volume
ívù (ívù)(L)	to be fat, to be large

Comparison in Igbo is accomplished through the employment of one or another verb carrying such senses as 'to be older than' etc. or by use of the verb ị́ka̍ 'to surpass' or its derivative ị́ka̍ra. The latter verb in its subsequential form gives the form kára, often translated 'than'.

áhyaàkáahyakàáh̃à	'This market surpasses that market [in size, importance, etc.].'
áhyaàvuriívùkáraahyakàáh̃à	'This market is larger than that.' ('This market is large and surpasses that market.')
áhyaàkáahyakàáh̃àkùúkwụ	'This market is larger than that.' ('This market surpasses that market (of) [in] bigness.')

Ọ bu maka ihunaanya i ŋwere n'ebe m nọ.	It is on account of (about) the love you have for me (at the place I am).
-Chidi-	
E enyi m nwoke. Oge agaala. Ka m gawa.	Yes, my friend. Time has gone [by]. Let me start to go.
-Njoku-	
Ọ di nma. Yọ ngwa ngwa.	Good. Hurry back.

Useful Word:

ị́cọ̍ (H) to be older than

ŋwán̍nemŋwọọk'ọ̀cọ́rọm 'My brother is older than I.'

ka also occurs as an adverbial suffix as in ívùka 'to be bigger than, to surpass in size.'

áhyọọ̀nishavukac'araáhyaliile̍ 'Onitsha market is the biggest market.' ('Onitsha market is completely bigger than all markets.')

Drill 19.1 Comparisons:

a)

Key Word	Pattern	
	áhyọọ̀nishakáahyaa̍ba	'Onitsha market is bigger than Aba market.'
èk'éọh̃à	èk'éọh̃àkáahyaa̍ba	'Ekeọha is bigger than Aba market.'

	èk'éọh̃àkáahyaa̍ba	
óryaa̍nyị	èk'éọh̃àkóryaa̍nyị	'Ekeoha is bigger than our Orio [market].'
èzhínnàḿ	èzhínnàḿkọọryaa̍nyị	'My father's compound is bigger than our Orio.'
èzhínnàghị́	èzhínnàḿkeezhinnàghị́	'My father's compound is bigger than your father's compound
úya̍a̍nyị	úya̍a̍nyikeezhinnàghị́	'Our house is bigger than your father's compound.
úyo̍kùúnù	úya̍a̍nyịkuuyo̍kùúnù	'Our house is bigger than [that one] of yours.'
úyo̍à	úyo̍àkúuyo̍kùúnù	'This house is bigger than [that one] of yours.'
ŋ̀gákàáh̃à	úyoàkáŋ̀gákàáh̃à	'This house is bigger than that place.'
ŋ̀gáà	ŋ̀gáàkáŋ̀gákàáh̃à	'This place is bigger than that place.'

b)

Useful Words:

ọ́sọ	race
ị́gbọ̍ọsọ	to run
cíji̍òke	P.N. (male)

Key Word	Pattern	
	ńd'ụ̀kácidìɨ́ma̍nhỹe	'Ndu is wiser than Chidi.' ('Ndu exceeds Chidi to know things.')
ɨ́ma̍ṭaakwụkwọ	ńd'ụ̀kácidìɨ́ma̍ṭaakwụkwọ	'Ndu comprehends learning better than Chidi.'
íde̍	ńd'ụ̀kácidìída̍akwụkwọ	'Ndu writes better than Chidi.'
gɨ̀ɨ́ka̍	ńd'ụ̀gɨ̀ɨ́ka̍cidìída̍akwụkwọ	'Ndu will write better than Chidi.'
íri̍fi	ńd'ụ̀gɨ̀ɨ́ka̍cidìíri̍fi	'Ndu will eat more than Chidi.'
yá	ọ́gɨ̀ɨ́ka̍cidìíri̍fi	'He'll eat more than Chidi.'
ígbọ̍ọsọ	ọ́gɨ̀ɨ́ka̍cidìɨ́gbọ̍ọsọ	'He'll run better than Chidi.'
mụ́	ọ́gɨ̀ɨ́ka̍mɨɨgbọ̍ọsọ	'He'll run better than I.'
íme̍ŋgwa̍ŋgwà	ọ́gɨ̀ɨ́ka̍miime̍ŋgwa̍ŋgwà	'He'll work faster than I.'
cíji̍òke	ọ́gɨ̀ɨ́ka̍cijìòkiíme̍ŋgwa̍ŋgwà	'He'll work faster than Chijioke.'
lámma	ọ́gɨ̀ɨ́ka̍ciji̍òkelámma	'He's going to be handsomer than Chijioke. ('He will exceed Chijioke in beauty.')
líik'e	ọ́gɨ̀ɨ́ka̍ciji̍òkelíik'e	'He's going to be stronger than Chijioke. ('He'll exceed Chijioke in strength.)

	ọ́gɨ̀ɨ́ka̍ciji̍òkelíik'e	
ívù	ọ́gɨ̀ɨ́ka̍ciji̍òkiívù	'He's going to be plumper than Chijioke.'
ḿma	ọ́gɨ̀ɨ́ka̍ciji̍òkeḿma	'He'll prove to be better than Chijioke.'
ík'e	ọ́gɨ̀ɨ́ka̍ciji̍òkiík'e	'He will be harder than Chijioke [to persuade, catch, etc.].'

Drill 19.2 Drills on comparison using the subsequential form of ɨ́ka̍ra:

a)

New Words:

ɨ́d'à	to fall (L)
ɨ́d'àọ́nụ	to be expensive
ɨ́ma̍mma (H)	to be attractive, to be good

Key Word	Pattern	
	áhyoònishavuriívùkáraahyaa̍ba	'Onitsha market is big - larger than Aba market.' ('Onitsha market is extensive (and) exceeds Aba market.')
èkéọh̃à	èkéọh̃àvuriívùkáraahyaa̍ba	'Ekeoha is big - larger than Aba market.'
óryaa̍nyɨ	èkéọh̃àvuriívùkárooryaa̍nyɨ	'Ekeoha is big - larger than our farm.'

èzhínnàghɨ́	èzhínnàghɨvùrıívùkároryaa̍nyɨ	'Your father's compound is big - larger than our farm.'
skúùluúnù	èzhínnàghɨvùrıívùkárashuùluúnù	'Your father's compound is big - larger than your school.'
ɨ́ma̍mma	èzhínnàghɨma̍r̃ammmakaraskuùluúnù	'Your father's compound is pretty - more so than your school.'
úyo̍à	úyo̍àmár̃ammakaraskuùluúnù	'This house is attractive - more so than your school.'
kàáh̃à	úyo̍àmár̃ammakarakàáh̃à	'This house is attractive - more so than that one.'
ọ́gw̃ụ̍à	ọ́gw̃ụ̍àmár̃ammakarakàáh̃à	'This medicine is good - more so than that kind.'
ɨ́d'àọ́nụ	ọ́gw̃'ụ̍àd'arọọ́nụkarakàáh̃à	'This medicine is expensive - more so than that.'

b)

Useful Words:

ɨ́kpọ̍	to call, to take with
ɨ́kpọ̍t̩a	to invite to come along, to bring along

Key Word	Pattern	
	ńd'ù̩giíme̍ŋgwáŋgwàkáracidì	'Ndu will work fast - more so than Chidi.' ('Ndu will work fast [and] exceed Chidi.')
íri̍r̃i	ńd'ù̩giíri̍r̃ikaracidì	'Ndu will eat more than Chidi.'
mú̩	ágàmiíri̍r̃ikaracidì	'I'll eat more than Chidi.'
í̩r̃u̩̍õ̩r̃u̩	ágàmi̩í̩ru̩̍õ̩r̃u̩karacidì	'I'll accomplish more than Chidi.'
cíji̍òke	ágàmi̩í̩ru̩̍õ̩r̃u̩karaciji̍òke	'I'll accomplish more than Chijioke.'
íme̍c'aloog'è	ágàmiíme̍c'aloog'èkáraciji̍òke	'I'll finish in time - more so than Chijioke.'
ámaako̩̍	ámaako̩̍giíme̍c'aloog'èkáraciji̍òke	'Amako will finish in time - more so than Chijioke.'
íŋwe̍ik'e	ámaako̩̍gìíŋwe̍ik'ekaraciji̍òke	'Amako will be more able than Chijioke.'
mú̩	ámaako̩̍gìíŋwe̍ik'ekaram̩̍	'Amako will be more able than I.'
ígbu̍t̩aažù̩	ámaako̩̍gìígbu̍t̩aažù̩káram̍	'Amako will catch more fish than I.'
únù	únùgiígbu̍t̩aažùkáram̍	'You will catch more fish than I.'

ị́kpọ̍tammad'ụ̀	únùgịị́kpọ̍tammad'ụ̀káram̍	'You will bring along more men than I.'

Unit 20

Pronunciation	Structure
-cídị̀-	
r̃íe̍hỹihỹè	r̃í-e̍hỹihỹè
óbi̍ọh̃à ìshíeler̃ie̍hỹihỹè	óbi̍ọh̃à ì-shíele-r̃i-e̍hỹihỹè
-ǹjọ́k'ụ̍-	
ọ̀dị́ghị̀ éce̍ghemsịịyọ- maa̍mar̃ahỹemnèeshí	ọ̀-dị́-ghị̀ é-ce̍ghe-m-sị́-ị-yọ- mụ-a̍mar̃a-hỹe-m-nà-eshí.
-cídị̀-	
ọ̀ụ́kwaraị̀sịdịŋgáah̃à	ọ̀-wụ́kwa-raị̀sị-dị-ŋgá-ah̃à
-ǹjọ́k'ụ̍-	
jàlọ́ọ̀f(ụ)	
ée ị̀cọrọsíeshiiya̍jàlọ́ọ̀f	ée ị̀-cọrọ-sị́-e-shie-ya̍-jalọ́ọ̀f
-cídị̀-	
íghe̍	(HL)

Basic Sentences

Spelling	English
-Chidi-	
nri ehihe	lunch (noon meal)
Obiọha, i shiele nri ehihe?	Obioha, have you cooked lunch?
-Njoku-	
Ọ dighi. Eceghe m si i yọ mu amara ihe mu na esi.	No, I was waiting (that) [for] you [to] return [so] I [might] (then) know what I am to cook.
-Chidi-	
Ọ bukwa rice di nga aha?	There is at least rice there [isn't there]?
-Njoku-	
Jallof	pilav or curry (rice with oil spices and flavorings)
E, I cọrọ si eshie ya Jallof?	Yes, do you want it cooked Jallof [style]?
-Chidi-	
íghe̍	to cook in cil, fry

fráày(ɨ)	
ọ̀dɨ́ghɨ̀ ácọ̀rọmkɨɨ́gheeyá̍fraày/ ácọ̀rọmsɨ́ɨgheyá̍fraày	á-cọ̀rọ-m-kà/sɨ́-ɨ́-ghee-yá̍-fraày
-ǹȷọ́k'ụ̍-	
áyọ/àyɨbásà	
èŋwéghi̍kwenɨmaayọ	è-ŋwéghi̍kwenı-mụ-ayọ
m̀ŋweřıík'eıȷı̀tomátòláanɨ̍shıeyá̍	m̀-ŋweře-ík'e-ıȷı̀-tomátò-lá-ani̍-shıe-yá̍
-cídɨ̀-	
kòmítì	
ée mèéyá̍ŋgwá̍ŋgwà ánàmeeȷ'énzụ̀kọ́ndɨkòmítì	ée mèé-yá̍-ŋgwá̍-ŋgwà á-nà-mụ-eȷ'é-nzụ̀kọ́-ndɨ́-kòmítì

Drıll 20.1 Varıatıon Drıll on a Basıc Sentence:

Key Word	Pattern
	ı̀shíeleřıe̍hỹıhỹè
yá	òshíeleřıe̍hỹıhỹè
ófe	òshíeloofe̍
únù	ùneeshíeloofe̍
ȷí	ùneeshíeleȷi̍

fry	any dish of meat, fish and vegetables commenced by sauteing the ingredients in oil
Ọ dighi. Acọrọ m ka i ghee ya fry.	No, I want (that) you [to] fry it [as a] sauteed dish.
-Njoku-	
ayọ, ayibasa	onion
Eŋweghikweni m ayọ. M nwere ike iji tomato naani sie ya?	I don't have [any] onions. Can I use only tomato (and) [to] cook it?
-Chidi-	
committee	committee
E, mee ya ngwa ngwa. Ana m eje nzukọ ndi committee.	Yes. Do it quickly. I'm to to [to a] committee meeting.

	ùneeshíeleji̍
ị́zụ̍	ùnaazụ́ọlaji̍
ńd'ụ̀	ńd'ọ̀ọzụ́ọlaji̍
úñèr̃e	ńd'ọ̀ọzụ́ọluuñèr̃e
ghị́	ị̀zụ́ọluuñèr̃e
àgbọnọ	ị̀zụ́ọlaàgbọnọ
óbi̍ọh̃à	óbi̍ọh̃ọ̀ọzụ́ọlaàgbọnọ

	óbi̍ọh̃ọ̀ọzụ́ọlaàgbọnọ
gàrí	óbi̍ọh̃ọ̀ọzụ́ọlagàrí
íshi̍	óbi̍ọh̃ọ̀ọshíelegàrí
r̃iehỹi̍hỹè	óbi̍ọhọ̀ọshíeler̃iehỹi̍hỹè
ghị́	ị̀shíeler̃iehỹi̍hỹè

Drill 20.2 Variation Drill on a Basic Sentence:

Key Word	Pattern
	m̀ŋweriík'iiwèretomátòshíeya̍
yá	òŋweriík'iiwèretomátòshíeya̍
únù	ùnuŋweriík'iiwèretomátòshíeya̍
àyịbásà	ùnuŋweriík'iiwèraayịbásàshíeya̍
ghị́	ìŋweriík'iiwèraayịbásàshíeya̍
ǹjọ́k'ụ̍	ǹjọ́k'o̍òŋweriík'iiwèraayịbásàshíeya̍
ọ́kwụ̀rụ	ǹjọ́k'o̍òŋweriík'iiwèroọ́kwụ̀rụshíeya̍
ányị̀	ànyịŋweriík'iiwèroọ́kwụ̀rụshíeya̍
ánụọkụ̍kọ̀	ànyịŋweriík'iiwèraánookụ̍kọ̀shíeya̍
óbi̍ọh̃à	óbi̍ọh̃òoŋweriík'iiwèraánoọkụ̍kọ̀shíeya̍
áz̃ụ̀	óbi̍ọh̃òoŋweriík'iiwèraáz̃ụ̀shíeya̍
mụ́	m̀ŋweriík'iiwèraáz̃ùshíeya̍
tòmátò	m̀ŋweriík'iiwèretomátòshíeya̍

Drill 20.3 Variation Drill on a Basic Sentence:

Key Word	Pattern
	éce̍ghemsịịyọ máa̍mar̃ahỹemnèeshí
únù	éce̍ghemsuunuyọ máa̍mar̃ahỹemnèeshí
íme̍	éce̍ghemsuunuyọ máa̍mar̃ahỹemnèemé

	éce̍ghemsuunuyǫ máa̍mar̃ahỹemnèemé
yá	éce̍ghemsǫǫyǫ máa̍mar̃ahỹemnèemé
ɨ́bya̍	éce̍ghemsǫǫbyą máa̍mar̃ahỹemnèemé
h̃á	éce̍ghemsɨh̃abya máa̍mar̃ahỹemnèemé
ɨ́zʉ̍	éce̍ghemsɨh̃abya máa̍mar̃ahỹemnàazʉ́
ńd'ʉ̀	éce̍ghemsɨnd'ʉ̀byá máa̍mar̃ahỹemnàazʉ́
ɨ́la̍	éce̍ghemsɨnd'ʉ̀láa máa̍mar̃ahỹemnàazʉ́
íshi̍	éce̍ghemsɨndʉ̀láa máa̍mar̃ahỹemnèeshí
ghɨ́	éce̍ghemsɨɨlaa máa̍mar̃ahỹemnèeshí
íyǫ̍	éce̍ghemsɨɨyǫ máa̍mar̃ahỹemnèeshí

Note 20.1 Review:

At this point a thorough review of all forms, structures and vocabulary of Units 1 - 20 is in order. Units 20 and 21 present no new grammar and no further drills. Thus the time which would normally be devoted to drilling of new material in these units is available for review.

Unit 21

Pronunciation		Structure
	-íkpe-	
ḿkpʉrʉ̍		
ḿkpʉro̍oshishi		ḿkpʉrʉ̍-oshishi
ńd'ʉ̀ǫgiíwèţaḿkpʉrʉ̍oshishi-t'àa		ńd'ʉ̀-ǫ-ga-íwèţa-ḿkpʉrʉ-oshishi-tàa
	-cɨ́dɨ̀adɨ́-	(cí-dɨ̀-adɨ́)
ǫ́kàrasɨ́yàgɨɨ́bya̍t'aà		ó-kàra-sɨ́-ya-gà-ɨ́bya̍-taà
ònyémànɨ mǫ̀ǫganɨḿbya		ònyé-mànɨ mà-ǫ-ganɨ-ḿbya
	-íkpe-	
íle̍		(HL)
ɨ́kʉ̍		(HL)
j'èelóoonyekʉ̍ghalʉʉzǫ̀ ǫ́gɨ̀ɨ́wʉ̍ya		j'èe-lée-onye-kʉ̍gha-la-ʉzǫ̀ ǫ́-gà-ɨ́wʉ̍-ya
	-cídɨ̀-	
áa̍à		
ɨ́kpʉ̀		(L)
ǫ́nʉ		
áa̍à ǫ́wʉ̍ghɨkàányɨkpʉ̀-lǫ́ǫnʉ úgbuà		áa̍à ǫ́-wʉ̍-ghɨ-kà-ányɨ-kpʉ̀-lá-ǫnʉ úgbu-à

Basic Sentences

Spelling	English
-Ikpe-	
mkpuru	seed, minute (small)
mkpuru osisi	fruit
Ndu ọ ga iweta mkpuru osisi taa?	Is Ndu going to bring fruit today?
-Chidiadi-	
Ọ kara si ya ga ibia taa. Onye mani ma ọ gani mbia?	He said that he was going to come today. Who knows, however, whether he will come after all?
-Ikpe-	
ile	to look
iku	to knock, to ring
Je lee onye kugha n'uzọ. Ọ ga ibu ya.	Go see who is knocking at the door. That will be he.
-Chidi-	
ah	aha!
ikpu	to hold (in the mouth)
ọnu	mouth, expense
Ah, ọ bu gi ka anyi kpu n'ọnu ugbua.	Aha, we were just talking about you. ('It is you that we hold in the mouth right now.')

-ńd'ụ̀wíishi- (ńd'ụ̀-wụ́-ishi)

ùnuceresaamága̍ghịịbya̍ ùnu-cere-sị-amá-ga̍-ghị-ịbya̍

-cídị̀-

k'ámà

ọ́d'ụ̀

ị́nọ̀ọ́d'ụ̀ ị́nọ̀-ọ́d'ụ̀

òdị́ghị̀ kámàọ́wị̍ịnọ̀rọọ́d'ụ̀ kámà-ọ́-wụ̍-ị́-nọ̀rọ-ọ́d'ụ̀

-ńd'ụ̀-

ọ́dị̀ḿma̍ òlée̍hỹuunucọ̀rịị́zụ̍

-cídị̀-

ùb'é

zụ̀ị́anyị̍epelùub'é zụ̀ị́-anyị̍-ep'e-là-ub'é

-ńd'ụ̀-

wèrékị̀ị́cọ̀rọ wèré-kè-ị́-cọ̀rọ

-cídị̀-

ŋ́gwa̍ wèréeg'o̍ghi ŋ́gwa̍ wèré-eg'o̍-ghi

The instructor and/or linguist should be satisfied that units 1 - 21 have been thoroughly reviewed and that the students have mastered all forms and structures presented to date before proceeding to the remainder of the course.

-Ndubuisi-

Unu cere si mu agagh ibia?	Did you think that I wasn't going to come?

-Chidi-

kama	only that ---, but ---
ọdu	long time
inọ ọdu	to stay a long time, to stay late
Ọ dighi, kama ọ bu i nọrọ ọdu.	No, but (it is) you stayed a long time.

-Ndu-

Ọ di mma. Ole ihe unu cọrọ izu?	O.K. What do you want to buy?

-Chidi-

ube	African pear
Zui anyi epe na ube.	Sell us oranges and pears.

-Ndu-

Were nke i cọrọ.	Take what you want.

-Chidi-

Ngwa, were ego gi.	O.K. Take your money.

Unit 22

Pronunciation		Structure
	-évànz-	
ḿmam̍manèébeà		ḿma-m̍ma-nị̀-ébe-à
	-bábà-	
kèdụ́		
	-évànz-	
ị́kpà		(L)
ácọ̀rọmịị́kpìíshi		á-cọ̀rọ-mụ-ị́kpà-íshi
	-bábà-	
óce		
nọ̀dị́nooce̍		nọ̀-dị́-nị-oce̍
óŋwèkweroónyọ̍ọzọle̍eceni̍ óȷ'èrịị́zụ̍sìgaréèt'i		ó-ŋwè-kwe-re-ónye-ọ̍zọ-la̍- ece-ni̍ ó-ȷ'ère-ị́zụ̍- sìgaréèt'i
	-évànz-	
ọ́dị̀ḿma̍ ágàmiíce̍ni		
	-bábà-	
-bèghi		
àsị́/àshị́		
ŋwóok'ò àh̃ụ́bèghimghịmbụ́ ọ̀wụ́maasị		à-h̃ụ́-bèghi-m-ghị-mbụ́ ọ̀-wụ́- mu-asị
	-évànz-	
èce̍ghìmsị́ịh̃ụ̍nam̍mbụ áwụ̍moonyaame̍rìka		è-cé-ghị̀-m-sị́-í-h̃ụ̍na-m̍-mbụ á-wụ̍-mụ-onye-ame̍rìka

Basic Sentences

Spelling	English
-Evans-	
Mma mma ni ebe a!	The best to you here!
-barber-	
Kedu!	Hello!
-Evans-	
ikpa	to cut (hair)
A cọrọ m ikpa ishi.	I want to have my hair cut.
-barber-	
oce	seat, chair
Nọdini oce.	Then be seated.
Onwekwere onye ọzọ la eceni. Ojere izu cigarette.	There is (also) another person who is waiting. He went to buy cigarettes.
-Evans-	
Ọ di mma. Aga m iceni.	All right, I'll wait.
-barber-	
beghi	not yet
	falsehood, lie
Nwaoke ahubeghi m gi mbu, ọ bu mu asi?	Sir, I haven't seen you before, am I not right? ('Is it to me a falsehood?')
-Evans-	
Eceghi m si ihuna m mbu. Abu m onye America.	I don't think you've seen me before. I'm an American.

ọ́h̃ụụ̍̃/ọ́hụọ̍̃		
òbodo		
ábyàramọọ́h̃ụọ̍̃nòobodáà		á-byàra-mụ-ọ́h̃ụọ̍̃-nà-obodó-à
	-bábà-	
ónyaamé̍rìka ḿm̀ òlée̍m̀mịị́byàra		ónye-amé̍rìka ḿm̀ òlée̍-m̀me-ị́-byàra
	-évànz-	
wíìk'ı		
ọnọ̀ọ́nawıìk'ıabụ́ọ̍ kéèmeḿbyàra		ọ́-nọ̀ọ́na-wıìk'ì-abụ́ọ̍ kéème-ḿ-byàra
	-bábà-	
íbi̍		(HL)
wíìk'ıabụ́ọ̍ òlée̍kwanịǹgıíbì		wúk'ì-abụ́ọ̍ òlée̍-kwanị-ǹga-í-bì
	-évànz-	
họ̀téèl(u)		
zíìkı		
ébìmnahọtéèlızíìkı		é-bì-m-na-họtéèlı-zíìkı
	-bábà-	
àíšhıî/àísıì		
àíšhıî.		

ọhuọ	newly, new
obodo	town
Abıara m ọhuọ n'obodo a.	I came recently to thıs town.
-barber-	
Onye Amerıca! Hm. Ole mgbe ıbıara?	An Amerıcan! Hmm. When dıd you come?
-Evans-	
week	week
Ọ nọọna week abuọ keeme mbyara.	It has been (passed) two weeks sınce I came.
-barber-	
ıbı	to lıve, to resıde
Week abuọ! Ole kwenı nga ıbı?	Two weeks! And where then are you lıvıng?
-Evans-	
hotel	hotel
Zık	Zık (Dr. Azıkıwe, Gov. General of Nıgerıa)
Ebı m na Hotel Zık.	I lıve ın the Hotel Zık.
-barber-	
I see	I see
I see.	I see.

Note 22.1 Adjective Clauses without separate subjects:

Compare these selections from the dialogues:

---áhyaa̍di̩̍anyi̩̍niihu	'---this market *which is ahead of us.*'
ì̩keécila̍abyaa̍bya	'Do you mean the tomorrow *which is coming (a coming)?*'
---ébaah̃àányi̩nò̩ro̩líizu̍ga̍raa̍ga	'---that place we were in [the] week *which passed (a passing).*'
j'èelóoonye*ku̩̍ghalu̩u̩zò̩*	'Go see (person) *who is knocking at [the] door.*'
òŋwekweroónyo̩o̩̍zo̩*le̍eceni̍*	'There is also another person *who is waiting.*'

In these passages the underlined portions are clauses which modify the preceding noun but, unlike the adjective clauses discussed above in Note 12.3, these clauses do not have any noun or pronoun subject within them. Their antecedent is their subject.

Compare:

hỹémcò̩ro̩	'thing *I* want'
ónyeco̩̍ro̩m̍	'person who wants me'

These modifying clauses may contain any form of the verb - the common ones being the simple form, the RA form, the progressive - iterative form with suffix -*ghe*/-*gha*, the future form with auxiliary *ga* and the form with auxiliary *na*/*la* for habitual or immediate future action.

In such clauses all verb forms occur with *initial non-low tone*. The word or phrase modified is in environment 3 and has the tone pattern which we noted in Note 7.1 for that environment - except that here all items modified have the tone pattern there found only in *possessive compounds*. These tone patterns are:

Class I	´´	Class II	`´ or ´´
Class III	´'	Class IV	`´

Note that all these forms end on non-low tone. The only exception occurs in the case of invariable nouns with final low tone. The modifying clause commences with non-low tone and the relationship between the modified and the modifier is regularly signaled by a down-step to a mid tone on the initial syllable of the modifying clause. This occurs regardless of the class of noun modified or of the tone class of verb in the modifying clause. The objects of all finite verb forms in modifying clauses (this excludes the infinitive and verbal noun after auxiliaries) have the tone pattern characteristic of environment 2 regardless of whether the verb form has a vowel suffix or not. Compare the following examples:

Class I noun plus class (H) verb (RA form):

	ónyeŋụ̍rụmmị̀ị̃	'person who drank wine'
compare:	ònyéŋụ̍rụmmịị̃	'Who drank wine?'

Class III noun plus class (L) verb (RA form):

ḿmad'ụ̍nọ̍rọ̀ŋáà	'man who stayed here'

Class IV noun plus class (HL) verb (Simple form):

ìtédị̍luuyò	'pot which is in the house'

Class II noun plus class (L) verb (Simple form):

ànnọ́bi̍lèezhí	'four who live in the compound'

Class I noun plus class (HL) verb (Progressive form):

ónyekụ̍ghalụụzọ̀	'person knocking at the door'

Class III noun plus class (L) verb (Progressive form):

ḿmad'ụ̍kọ̍gheedè	'man who is planting coco yams'

Class II noun plus future with auxiliary *ga*:

àtọ́gị̍ịga̍ahya	'three who are going to go to market'

Class IV noun plus form with auxiliary na/la:

únèr̃éla̍abyaahya̍	'bananas which are coming to market'

Examples of the tone patterns of noun objects in adjective clauses:

Class I (´') (tone pattern 2)	ónyega̍ra*ahya̍*	'person who went to market'
Compare:	ònyégàra*áhya*	'Who went to market?'
Class II ('´) (tone pattern 2)	ónyefụ̍re*e̍zhi*	'person who went outside'
Compare:	ònyéfụ̀re*ezhí*	'Who went outside?'
Class III (´ˋ) (tone pattern 1)	ónyela̍ayu*uyò*	'person who is returning to the house'
Compare:	ònyélàayú*uyò*	'Who is returning to the house?'
Class IV (ˋˋ) (tone pattern 1)	ónyere̍ghi*ìte*	'person who is selling pots'
Compare:	ònyére̍ghi*ìte*	'Who is selling pots?'

Further examples:

jíshi̍riik'e̍---	'yam which is hard'
ánụọ̍kụkọ̍la̍ac'ụục'ọ---	'chicken meat which is tasty'
ónyea̍meri̍kàbyárọọhụụ̍[1]---	'American who is newly come'
ákwụkwọr̃i̍dị̍nd'ụ̀---	'vegetables which are green ('live')
mácị̀sịláad'àhọọ́nụ[1]---	'matches which are not expensive'

With the auxiliary *la*/*na* there is a contrastive pattern in which the auxiliary is high in tone followed by a mid tone on the initial syllable of the verbal noun. This phrase signifies habitual or customary action in contrast to the form with the mid tone on the auxiliary itself, which signifies present action. Thus:

---

[1] Note: These examples contain invariable nouns with final low tone hence the (´') pattern of this modification does not occur here.

ónyela̍abyaa̍bya	'person who is coming'
ónyelaa̍byaa̍bya	'person who comes'

In this connection recall these two basic sentences expressing habitual action.

hy̆émnee̍jaàŋʉ́wʉ̍mmɨɨŋgwò	'That which I customarily drink is raffia palm wine.'
òlóo̍t'uununee̍jàasɨ́---	'How do you (customarily) say----'

This variation is possible only in appropriate context and the student need not practice it but should be aware of its existence. When kè/ǹke introduces the clause, the mid tone occurs on ke rather than on the following verb form and the meaning is definite:

ónyékeshirifi	'the individual who cooked'

When the subject is one of a few nouns which is clearly plural - such as ʉ́mʉţàkɨ́rɨ 'children', kè is preceeded/or substituted by ńdɨ, with high tone followed by the verb form or ke with initial mid tone:

	ʉ́mʉţàkɨ́rɨndɨla̍abyaskuùl	'the children who go to school'
or	ʉ́mʉţàkɨ́rɨndɨke̍laabyaskuùl	

Drill 22.1 Adjective Clauses without independent subjects:

Useful Words:

ụ̀c'á	white, pure, clean, fresh
ɨ́c'ụ̍ục'a (H)	to be white, clean, fresh
ɨ́c'a̍ac'a (H)	to be ripe, to be clean(ed)
úkwuluukwu	gigantic, very large, enormous

Key Word	Pattern	
	ázụ̀rụmjíc'a̍ghụụ̍c'a	'I bought fresh yams.'
íŋwe̍	éŋwe̍femjıc'a̍ghụụ̍c'a	
yá	óŋwe̍fe jıc'a̍ghụụ̍c'a	
ɨ́dɨ̍ukwuluukwu	óŋwe̍fe jıdu̍ukwuluukwu	'He has very large yams.'
úyò	óŋwe̍fuuyo̍du̍ukwuluukwu	
ọ̀dọ́kọ̀rọ́	óŋwe̍fuuyo̍dọ̍ọdọkọ̀rọ́	'He has lots of houses.'
íre̍	óre̍ruuyo̍dọ̍ọdọkọ̀rọ́	
únèfe	óre̍ruunèfédọ̍ọdọkọ̀rọ́	
c'áraa̍c'a	óre̍ruunèféc'a̍raa̍c'a	'He sold ripe bananas.'
ányɨ̀	ányìréruunèféc'a̍raa̍c'a	
ɨ́ga̍ahya	ányɨ̀réruunèféga̍raahya̍	'We sold bananas which sold fast.'

ínye̍	ányị̀nyéf̃unèf̃éga̍raahya̍	
ọ̀kụ́kọ̀	ányị̀nyéf̃ọọ̀kụ́kọ̍ga̍raahya̍	'We gave chickens which sold fast.'
gị́ịga̍	ányị̀nyéf̃ọọ̀kụ́kọ̍gi̍iga̍ahya	'We gave chickens which will sell fast.'
ị́cọ̍	ányị̀cọrọọkụ́kọ̍gị̍ịga̍ahya	
ọ̀vu	ányị̀cọroovúgị̍ịga̍ahya	'We want a coucal which will sell fast.'
le̍ekwuokwu̍	ányị̀cọroovúle̍ekwuokwu̍	'We want a coucal which talks.'
h̃á	ácọ̀rọh̃oovúle̍ekwuokwu̍	
ị́h̃ụ̍	áhụ̀f̃uh̃oovúle̍ekwuokwu̍	'They saw a coucal which talks.'
cọ́riiri̍f̃i	áh̃ụ̀f̃uh̃oovúcọ̍riiri̍f̃i	'They saw a coucal which wanted to eat.'

Drill 22.2 Modifying clauses with la/na:

Key Word	Pattern	
	ọ́ŋwèkweroónyeọ̍zọle̍ece	
ị́bya̍	ọ́ŋwèkweroónyeọ̍zọla̍abya	'There is also another person coming.'
ḿmad'ụ̀	ọ́ŋwèkwereḿmad'ụ̍ọ̍zọla̍abya	
ị́fụ̀	ọ́ŋwèkwereḿmad'ụ̍ọ̍zọla̍afụ̀	'There is also another man who's coming out.'
ọ̀kụ́kọ̀	ọ́ŋwèkwerọọkụ́kọ̍ọ̍zọla̍afụ̀	

	óŋwèkwero̩o̩kú̩ko̩̍o̩̍zo̩la̍afù̩	
íŋu̩̍mir̃i̍	óŋwèkwero̩o̩kú̩ko̩̍o̩̍zo̩la̍aŋu̩mi̍r̃i	'There is also another chicken which is drinking water.'
gɨ̀ɨ́ŋu̩̍	óŋẁwekwero̩o̩kú̩ko̩̍o̩̍zo̩gɨ̍ɨŋu̩̍mir̃i̍	
ò̩dɨ́ghɨ̍	ò̩dɨ́ghɨ̍ò̩kú̩ko̩̍o̩̍zo̩gɨ̍ɨŋu̩̍mir̃i̍	'It is not another chicken which is going to drink water.'
ŋwóok'ò	ò̩dɨ́ghɨ̍ŋwook'o̩̍o̩̍zo̩gɨ̍ɨŋu̩̍mir̃i̍	
láazu̩ahya̍	ò̩dɨ́ghɨ̍ŋwook'o̩̍o̩̍zo̩la̍azu̩ahya̍	'There is no other man who shops.'
òŋwéghi̍	òŋwéghi̍ŋwook'o̍o̩̍zo̩la̍azu̩ahya̍	
ŋwóok'ò	òŋwéghi̍ŋwook'o̍la̍azu̩ahya̍	'There is no man who shops.'
byáraŋ̀gáà	òŋwéghi̍ŋwook'o̍bya̍raŋ̀gáà	
ŋwáànyɨ	òŋwéghi̍ŋwaànyɨ́bya̍raŋ̀gáà	'There is no woman who came here.'
ńzù̩kó̩	òŋwéghi̍ŋwaànyɨ́bya̍ranzù̩kó̩	
óŋwèr̃e	óŋwèr̃eŋwáànyɨ́bya̍ranzù̩kó̩	'There's a woman who came to [the] meeting.'
ónye	óŋwèr̃oónyebya̍ranzù̩kó̩	
ɨ́co̩̍	óŋwèr̃oónyeco̩̍ro̩nzù̩kó̩	'There's someone who wants [the] meeting [to be held at his house].'
ɨ́ga̍ahya̍	óŋwèr̃oónyeco̩̍rɨɨga̍ahya	'There's someone who wants to go to market.'

ɨ́h̃ụ̍ghɨ	óŋwèr̃oónyecọ̍rɨɨh̃ụ̍ghɨ	'There's someone who wants to see you.'

Drill 22.3 Adjective Clauses following kè/ńdɨ:

Key Word	Pattern	
	ácọ̀rọmoónyeke̍maar̃anhỹe̍	'I want the person who is capable.' ('---who knows things.')
yá	ọ́cọ̀roónyeke̍maar̃anhỹe̍	
láazụahya̍	ọ́cọ̀roónyeke̍laazụahya̍	'He wants the one who does marketing'
h̃á	ácọ̀rọh̃oónyeke̍laazụahya̍	
íshi̍r̃i	ácọ̀rọh̃oónyeke̍leeshir̃i̍	'They want the individual who cooks.'
ányɨ̀	ányɨ̀cọroónyeke̍leeshir̃i̍	
léekuţemi̍r̃i	ányɨ̀cọroónyeke̍leekụţemi̍r̃i	'We want the person who fetches water.'
ŋwáànyɨ	ányɨ̀cọroŋwáànyɨ́ke̍leekuţemi̍r̃i	'We want the woman who fetches water.'
láag'uakwụkwọ	ányìcọrọŋwáànyɨ́ke̍laag'uakwụkwọ	'We want the woman who reads.'
ụ́mụţàkíri	ányɨ̀cọruụ́mụţàkírindɨke̍laag'uakwụkwọ	'We want the children who read.'

	ányịcọruụ́mụṭàkírındịke̍laag'uakwụkwọ	
únù	únùcọrụụ́mụṭàkírındịke̍laag'uakwụkwọ	'You want the children who read.'
ị́mụ̀	únùcọrụụ́mụṭàkírındịke̍laamụ̀ákwụkwọ	'You want the children who study.'
íŋwe̍	únùŋwér̃ụụmụṭàkírındıke̍laamụ̀ákwụkwọ	'You have children who study.'
ị́gàskúùl	únùŋwér̃ụụmụṭàkírındịke̍laagaskuùl	'You have children who go to school.'
yá	óŋwe̍r̃ụụmụṭàkírındịke̍laagaskuùl	
ŋwáŋwook'o̍	óŋwe̍r̃eŋwaŋwook'o̍ke̍laagaskuùl	'He has a son who goes to school.'
h̃á	éŋwèr̃eh̃aŋwáŋwook'o̍ke̍laagaskuùl	
bílàléygọ̀sị	éŋwèr̃eh̃aŋwáŋwook'o̍ke̍bılàléygọ̀sị	'They have a son who lives in Lagos.'
mụ́	éŋwe̍r̃emŋwaŋook'ọ̍ke̍bılàléygọ̀sị	

Pronunciation		Structure
	-bába-	
ɨ̀sɨ́ghɨ̀bilahọtéèlizíìki		
	-évànz-	
ée		
	-bába-	
kée̍dɨ̍laahyaŋ̀gáà		ké-a̍-dɨ̍-la-ahya-ŋ̀gá-à
	-évànz-	
éeni̍		ée-ni̍
	-bába-	
ḿm̀ ɨ̀nághɨ̀kwanɨ- áfụ̀ţée̍zhi		ḿm̀ ɨ̀-ná-ghɨ̀-kwanɨ- áfụ̀ţá-e̍zhi
	-évànz-	
ọ̀tụ́tụ óò éŋwe̍r̃emọọtụtụhỹem- nèemé		óò é-ŋwe̍r̃e-mụ-ọtụtụ- hỹe-m-nà-emé
	-bába-	
ọ́ụ̍ezhiokwu̍		ọ́-wụ̍-ezhi-okwu
	-évànz-	
m̀jighéeg'oo̍le		m̀-ji-ghɨ́-eg'c-o̍le

Basic Sentences

Spelling	English
-barber-	
I si gi bi na Hotel Zik?	Do you say you live in the Hotel Zik?
-Evans-	
E.	Yes.
-barber-	
Nke a di n'ahia ngaa?	This which is here in the market?
-Evans-	
Eni	Yes, indeed.
-barber-	
Hm, i nagh kwani afuta ezi.	Hm, but you don't come out.
-Evans-	
	many, plenty
Oh, enwere m otutu ihe m na eme.	Oh, I have a lot of things I'm doing.
-barber-	
Ọ bu ezi okwu.	That's right.
-Evans-	
M ji gi eg'o ole?	How much do I owe you? ('Do I hold (for) you money how much?')

-bábà-	
náị̃	
ọ́ụ̍naa̍nịotùshínìnanáị̃	ọ́-wụ̍-naa̍nị-otù-shínì-na-náị̃
íme̍ene	
-évànz-	
ǹdéèwó	
- - - - - - -	
-évànz-	
íŋwe̍ṭa	íŋwe̍ (H) + -ṭa
tàghzí	
ŋwám̍ òlée̍bemŋwèr̃ıík'e- íŋwe̍ṭatàghzí	ŋwá-m̍ òlée̍-ebe-m-ŋwèr̃e- ík'e-ıŋwe̍ṭa-tàghzí
-ònyéwụ̍-	ònyé-wụ̍
páàk	
ȷ'èélàtaghzípaàk ị̀gııíŋwe̍ṭah̃aŋ̀gáah̃à	ȷ'èé-là-taghzí-paàk ị̀-ga-ị́ŋwe̍ṭa-h̃a-ŋ̀gá-ah̃à
-évànz-	
ḿcerekwenıŋ̀gáà mée̍ŋweghııık'eıŋwe̍ṭa- tàghzí	ḿ-cere-kwenı-ǹgá-à mụ́-e̍ŋwe-ghı-ık'e-ıŋwe̍ṭa tàghzí
-ònyéwụ̍-	
áà ị́ŋwèr̃ıík'ııŋwe̍ṭa- tàghzíŋ̀gáà	áà ị́-ŋwer̃e-ík'e-ıŋwe̍ṭa- tàghzí-ŋ̀gá-à

-barber-	
nai	ninepence
Ọ bụ nani otu shilling na nai.	Its only one shilling and ninepence.
Imeene.	Thank you.
-Evans-	
Ndeewo.	Thank you.

- - - - - - - -

-Evans-	
inweta	to obtain, to get
taxi	taxi
Nwam! Ole ebe m nwere ike inweta taxi?	My boy! Where can I get a taxi?
-Onyewu-	'Who is' - proper name (male)
park	parking lot, staging area
Je na taxi park. I ga inweta ha nga aha.	Go to the taxi park. You'll get them there.
-Evans-	
M cerekweni ngaa, mu enwegh ike inweta taxi?	And if I wait here. I then won't be able to get a taxi?
-Onyewu-	
Ah, i nwere ike inweta taxi ngaa.	Yes, you can get a taxi here.

tútu

kámàọ́wụịgị̀ị́nọ̀ọ́d'ụ̀- túughịah̃ụotù	kámà-ọ́-wụ-ị-gà-ị́nọ̀- ọ́d'ụ̀-tútu-ghị-ah̃ụ-otù

-évànz-

ọ̀dị́ghịmŋgwáŋgwà

ágàmiíce̍

-ònyéwụ-

mèénoòt'údịghịmma	mèé-nị-òt'ú-dị-ghị-mma

Note 23.1 bèghi - the negative of the perfect form

The form bèghi, 'not yet', with invariable low tones forms the negative of the perfect form. The example which has occurred in basic sentences is:

àh̃ụ́bèghimghịmbụ́	'I haven't seen you before.'

With pronoun prefixes (which occur with low tone before negatives) the verb root is invariably high regardless of class:

ànọ́bèghimŋgáah̃à	'I haven't stayed there.'

With noun subjects, ányị and únu, as in the other negatives, the vowel prefix of the verb is high. The root before -beghi is invariably low:

ányaahụ̀beghi	'We haven't seen ---'
ámaakọanọ̀beghi	'Amako hasn't stayed ----'

tutu	before
Kama ọ bu iga inọ ọdu tutu gi ahu otu.	But (it is that) you will stay a long time before you (then) see one.
-Evans-	
Ọ digh m ngwa ngwa. Aga mu ice.	I'm not in a hurry. I'm going to wait.
-Onyewu-	
Meeni otu di gi mma.	Do as you like. ('Do manner which is good to you.')

Summary of Tone Patterns of Negatives:

With pronominal prefixes (P.P.):

p̀p + v́r + ghị[1]---- (verb root)	Examples:	ọ̀dị́ghị̍---- 'It isn't----'
		ọ̀nọ́ghị̀---- 'He isn't at----'
p̀p + v́r + h̃ạ[1]----		ọ̀gáh̃a̍---- 'He didn't go----'
		ọ̀kọ́h̃à---- 'He didn't cultivate----'
p̀p + v́r + bèghi----		ọ̀h̃ụ́bèghi---- 'He hasn't seen----'
		òbíbèghi---- 'He hasn't lived----'

---

[1] Tone of the root of the infinitive form of the verb.

With noun (N) subjects:

N + á/é + vr[1] + ghị[2]----	ányaanọ̀ghị----	'We are not at----'
	únaadị̍ghị----	'You are not----'
N + á/é + vr[1] + h̃a[2]----	ámaakọ̍aga̍h̃a----	'Amako didn't go----'
	ńd'ụ̀ákọ̀h̃a----	'Ndu didn't cultivate----'
N + á/é + vr̀ + bèghi----	ǹjókụ̍egbùṭebeghi----	'Njoku hasn't killed----'
	ńdia̍baayọ̀beghi----	'The people of Aba haven't returned----'

Negative Imperative:

á/é + vr[1] + -le/-la	ága̍laahya	'Don't go to market!'
	ákọ̀leédè	'Don't cultivate coco yams.'
N + á/é + vr[1] + -le/-la	únaaga̍laahya	'Don't you (pl.) go to market!'
	ág'ụụ̍abya̍hulem	'Let hunger not come to me again!'
	ọ̀zọ́eme̍nem	'Let another not happen to me!'

---

[1] Tone of the root of the infinitive form of the verb.

[2] The same tone as the preceding syllable.

Drill 23.1 Negative of the perfect with -bèghi:

Useful Word:
áfọ̀ year

Key Word	Pattern	
	àh̃ụ́bèghimghɨmbú	'I haven't seen you before.'
ányɨ̀	ányɨah̃ụ̀beghighɨmbụ́	
ɨ́jụ̍	ányɨajụ̀beghighɨmbụ́	'We haven't asked you before.'
yá	ányɨajụ̀beghiyambụ́	
íkwe̍	ányɨekwèbeghiyambụ́	'We haven't allowed him before.'
t'áà	ányiekwèbeghiyat'áà	'We haven't permitted him today.'
íce̍	ányiecèbeghiyat'áà	'We haven't waited for him today.'
yá	òcébèghiyat'áà	
ívu̍ṭe	òvúṭèbeghiyat'áà	'He hasn't brought it along today.'
kéèmáah̃à	òvúṭèbeghiyakéèmáah̃à	'He hasn't brought it along since then.'
h̃á	èvúṭèbeghih̃iyakéèmáah̃à	

	èv̲ú̲ṭ̲è̲beghih̃iyakéèmáah̃à	
ịbya̍	àbyábèghih̲̃a̲kéèmáah̃à	'They haven't come since then.'
únù	únuabyàbeghikéèmáah̃à	
ị́pa̍ṭọọzọ	únaapàṭabeghọọzọ́keèmáa̲h̲̃à̲	'You haven't brought [one] along again since then.'
éci	ú̲n̲a̲a̲pàṭabeghọọzọ́keèméeci̍	'You haven't brought [one] along again since yesterday.'
ghí	ị̀p̲á̲ṭ̲à̲beghọọzọ́keèméeci̍	
ị́gbàlị	ị̀gbálịbeghọọzọ́keèméeci̍	'You haven't tried again since yesterday.'
yá	ọ̀g̲b̲á̲l̲ị̲beghọọzọ́keèméeci̍	
ị́na̍ṭa	ọ̀náṭàbeghọọzọ́keèméeci̍	'He hasn't received another since yesterday.'
mụ́	ànáṭàbeghimọọzọ́keèmée̲c̲i̲̍	
áfọ̀atọ́t'aà	ànátàbeghim̲ọ̲ọ̲z̲ọ̲́keèmáafọ̀aṭọ́t'aà	'I haven't received another for four years (today).'
h̃á	ànáṭàbeghih̃akéèmaáfọ̀aṭọ́t'aà	'They haven't received [one] for four years (today).'
íj'e̍ru	èj'érùbeghih̃akéèmáafọ̀aṭọ́t'aà	'They haven't arrived for four years.'

Note 23.2 The paraphrastic negative with ọ̀dị́ghị̀

A common way of expressing the negative of any finite verbal form in Igbo is through the use of ọ̀dị́ghị̍ 'it isn't' plus a noun plus an adjective clause with independent subject. Thus the sentence:

ákọ̀rọmeédè	'I cultivated yams.'

may be negated in two ways:

1. àkọ́h̃àmeédè	'I didn't cultivate coco yams.'
2. ọ̀dị́ghe̍edèḿkọ̀rọ	'It is not coco yams I cultivated.'

The literal English translation of sentence 2 above does not accurately reflect the Igbo. There is no implication that 'I cultivated something but what I cultivated was not coco yams'. Rather the two negative sentences are exactly equivalent - both meaning simply 'I didn't cultivate coco yams'.

Certain verb forms - notably the 'progressive-iterative' form with suffix -ghe/-gha are most commonly negated in this way. Thus:

ọ̀dị́ghe̍edèḿkọ̀gha	'I'm not cultivating coco yams.'

is more common than:

àkọ́ghàh̃ameédè

with the same sense.

Drill 23.2 Negatives with ọ̀dị́ghị̍:

a)

Key Word	Pattern
	ọ̀dị́ghe̍ede̍mkọ̀rọ
ányị	ọ̀dị́ghe̍ede̍anyịkọ̀rọ
ị́vụ̍	ọ̀dị́ghe̍ede̍anyịvụ̀rụ
ị́ŋụ̍mir̃i̍	ọ̀dị́ghị̍mir̃i̍anyịŋụ̍rụ

	ọ̀dị́ghị̍mır̃ı̍anyịŋ̍ụ́rụ
ị́bya̍ŋ̀gáà	ọ̀dị́ghị̍ŋ̀gáa̍anyịbyàra
íshi̍r̃ı	ọ̀dị́ghị̍r̃ıanyıshìrı
gìíshi̍	ọ̀dị́ghị̍r̃ıanyịgìíshi̍
h̃á	ọ̀dị́ghị̍r̃ıagàh̃ıíshi̍
ị́ga̍ahya	ọ̀dị́gha̍ahyaagàh̃ịị́ga̍
únù	ọ̀dị́gha̍ahyuunugị̀ị́ga̍
gàra	ọ̀dị́gha̍ahyuunugàra
ị́cọ̍ịzụ̍	ọ̀dị́gha̍ahyuunucọ̀rịị́zụ̍
yá	ọ̀dị́gha̍ahyọọcọ̀rịị́zụ̍
ákwụkwọr̃i̍	ọ̀dị́gha̍akwụkwọr̃i̍ọcọ̀rịị́zụ̍
íwèṭa	ọ̀dị́gha̍akwụkwọr̃i̍ọcọ̀rııíwèṭa

b)

Key Word	Pattern
	ọ̀dị́ghe̍ede̍mkọ̀gha
ị́vụ̀	ọ̀dị́ghe̍ede̍mvụ̀gha
ányị̀	ọ̀dị́ghe̍ede̍anyıvụ̀gha
íshi̍	ọ̀dị́ghe̍ede̍anyịshìghe
únèr̃e	ọ̀dị́ghu̍unèr̃áanyịshìghe
ị́zụ̍	ọ̀díghu̍unèr̃áanyịzụ̀gha
yá	ọ̀dị́ghu̍unèr̃ọ́ọzụ̀gha
íghe̍	ọ̀dị́ghu̍unèr̃ọ́ọghèghe
h̃á	ọ̀dị́ghu̍unèr̃éeghègheh̃a
íwèṭa	ọ̀dị́ghu̍unèr̃éewèṭaghah̃a

1

Drill 23.3 Review Drills on Negatives:

Transformation Drill: Using the patterns and key words given construct positive questions and both affirmative and negative statements:

a) Negatives with -ghɨ

Key Word	Question	Affirmative Statement	Negative Statement
	ìcọrɨɨ́ga̍ahya	ácọ̀rọmɨɨ́ga̍ahya	àcọ́ghɨ̍mɨɨga̍ahya
ɨ́zụ̍	ɨ̀cọrɨɨ́zụ̍ahya	ácọ̀rọmɨɨzụ̍ahya	àcọ́ghɨ̍mɨɨzụ̍ahya
yá	ọ̀cọrɨɨ́zụ̍ahya	ọ́cọ̀rɨɨ́zụ̍ahya	ọ̀cọ́ghɨ̍ɨzụ̍ahya
áŋwụ̀r̃ụ	ọ̀cọrɨɨ́zụ̍aŋwụ̀r̃ụ	ọ́cọ̀rɨɨ́zụ̍aŋwụ̀r̃ụ	ọ̀cọ́ghɨ̍ɨzụ̍aŋwụ̀r̃ụ
íbi̍lòobodo	ọ̀cọrıíbi̍lòobodo	ọ́cọ̀rıíbi̍lòobodo	ọ̀cọ́ghi̍ıbi̍lòobodo
únù	ùnucorıíbi̍lòobodo	únùcorıíbi̍lòobodo	únaacóghııbi̍lòobodo
ányì	ànyıcorıíbi̍lòobodo	ányìcọrıíbi̍lòobodo	ányaaco̍ghııbi̍lòobodo
ɨ́gi̍ıbi̍	ànyɨgıíbi̍lòobodo	ányɨgıíbi̍lòobodo	ányaaga̍ghɨıbi̍lòobodo
ɨ́fụ̀	ànyɨgɨɨ́fụ̀loobodo	ányɨ̀gɨɨ́fụ̀loobodo	ányaaga̍ghɨɨfụloobodo
h̃á	àgah̃ɨɨ́fụ̀loobodo	ágàh̃ɨɨ́fụ̀loobodo	àgághìh̃ɨɨ́fụ̀loobodo
èzhí	àgah̃ɨɨ́fụ̀ezhí	ágàh̃ɨɨ́fụ̀ezhí	àgághìh̃ɨɨ́fụ̀ezhí
ɨ́ha̍fụ̀	àgah̃ɨɨ́ha̍fụ̀ezhí	ágàh̃ɨɨ́ha̍fèezhí	àgághɨ̀h̃ɨɨ́ha̍fụ̀ezhí
ɨ́zụ̍ṭamır̃i̍	àgah̃ɨɨ́zụ́ṭamır̃i̍	ágàh̃ɨɨ́zụ́ṭamır̃i̍	àgághɨ̀h̃ɨɨ́zụ̍ṭamır̃i̍
ɨ́nàazụ̍ṭami̍r̃ı	ànah̃aazụ́ṭami̍r̃ı	ánàh̃aazụ́ṭami̍r̃ı	ànághɨ̍h̃àazụ́ṭami̍r̃ı
íla̍uyò	ànah̃aalúuyò	ánàh̃aalúuyò	ànághɨ̍h̃àalúuyò

b) Negatives with -h̃a

Key Word	Question	Affirmative Statement	Negative Statement
	m̀garaáhya	ágàramaáhya	àgáh̃a̍maahya
ị́bya̍	m̀byaraáhya	ábyàramaáhya	àbyáh̃a̍maahya
ị́zụ̍	m̀zụraáhya	ázụ̀rụmaáhya	àzụ́h̃a̍maahya
ányị̀	ànyizụraáhya	ányị̀zụraáhya	ányịazụ̍h̃aahya
ị́nọ̀náahya	ànyinọrọnáahya	ányị̀nọrọnáahya	ányịanọ̀h̃anáahya
únù	ùnunọrọnáahya	únùnọrọnáahya	únaanọ̀h̃anáahya
úyọ̀	ùnunọrọnúuyò	únùnọrọnúuyò	únuanọ̀h̃anúuyò
ízùkọ	ùnuzukọrọlúuyò	únùzukọrọlúuyò	únuezùkọh̃anúuyò
h̃á	èzukọrọh̃anúuyò	ézùkọrọh̃anúuyò	èzúkọ̀h̃ah̃anúuyò
ị́bya̍hu	àbyahuruh̃anúuyò	ábyàhuruh̃anúuyò	àbyáhùh̃ah̃anúuyò
yá	ọ̀byahurulúuyò	ọ́byàhurulúuyò	ọ̀byáhu̍h̃aluuyò
íj'e̍ru	ọ̀j'erurulúuyò	ọ́j'èrurulúuyò	ọ̀j'éru̍h̃aluuyò
ányị̀	ànyij'erurulúuyò	ányị̀j'eruruhúuyò	ányej'e̍ruh̃aluuyò
ị́b'à	ànyịb'aralúuyò	ányị̀b'aralúuyò	ányịab'àh̃alúuyò

c) Negatives with -bèghı

Key Word	Question	Affirmative Statement	Negative Statement
	m̀ȷ'éelụụmụ̀áhyà	éȷ'e̍elem̍ụụmụ̀áhyà	èȷ'ébèghımụụ́mụ̀áhyà
ị́ga̍	m̀gáalụụmụ̀áhyà	ága̍alam̍ụụmụ̀áhyà	àgábèghımụụ́mụ̀áhyà
únù	ùnuagáaluumùáhyà	únàagáalụụmụ̀áhyà	únaagàbeghıụ́mụ̀áhyà
ị́nọ̀	ùnuanọọ́nụụmụ̀áhyà	únàánọ̀ọ́nụụmụ̀áhyà	únaanọ̀beghıụ́mụ̀áhyà
kàlabá	ùnuanọọ́nakàlabá	únàánọ̀ọ́nakàlabá	únaanọ̀beghıkalabá
íbi̍	ùnuebíelekàlabá	únèebíelekàlabá	úneebìbeghıkalabá
yá	òbíelekàlabá	óbi̍elekàlabá	òbíbèghıkalabá
íru̍	òrúolekàlabá	óru̍olekàlabá	òrúbèghıkalabá
ígwùmír̃i̍	ògwuólemi̍r̃ı	ógwùólemi̍r̃ı	ògwúbèghımír̃i̍
h̃á	ègwuóleh̃àmír̃i̍	égwùóleh̃àmír̃i̍	ègwúbèghıh̃amír̃i̍
ígbu̍ṭeaz̃ụ̀	ègbúṭeeleh̃àáz̃ụ̀	égbu̍teeleh̃àázụ̀	ègbúṭebèghıh̃aáz̃ụ̀
íri̍	èríeleh̃àázụ̀	éri̍eleh̃àáz̃ụ̀	èríbèghıh̃aáz̃ụ̀
ị́ro̍ofe	àráalah̃òófe	ára̍alah̃òófe	àrábèghıh̃oófe
ghị́	ị̀ráaloofe̍	ị́ra̍aloofe̍	ị̀rábèghoófe
ị́gwị̍yookwu	ị̀gwáalıya̍okwu	ị́gwa̍alıyo̍okwu	ị̀gwábèghıyoókwu
ị́ȷụ̍c'aya	ị̀ȷụ́c'aalịya̍	ị́ȷụ̍c'aalịya̍	ị̀ȷụ́c'abèghıyá
yá	ọ̀ȷúc'aalịya̍	ọ́ȷụ̍c'aalıya̍	ọ̀ȷúc'abèghıyá
ị́kpa̍yaụh̃wạ̀	ọ̀kpáalịyụ̍ụh̃wà	ọ́kpa̍alịyụ̍ụh̃wà	ọ̀kpábèghıyụ́ụh̃wà

d) Negative Imperative

Useful Words:	
ájụ̀jụ́	question
ị́shịashị	to lie

Key Word	Pattern	
	ámaakọ̍ ága̍laahya	'Amako, don't go to market.'
ị́ŋụ̍sìgaréèti	ámaakọ̍ áŋụ̍nasìgaréèt	'Amako, don't smoke cigarettes.'
ị́pi̍ivu	ámaakọ̍ ápa̍liivu	'Amako, don't carry [a] load.'
ívu̍ṭeepe	ámaakọ̍ évu̍ṭeleepe	'Amako, don't carry along oranges.'
únù	únèévu̍ṭeleepe	'Don't (you [pl.]) carry along oranges.'
ị́shịashị	únàáshịlaashị	'Don't lie.'
ị́ne̍eg'o	únàána̍neeg'o	'Don't grab money.'
ị́jụ̍ajụ̀jụ́	únàájụ̍laajụ̀jụ́	'Don't ask questions.'
ghị́	ájụ̍laajụ̀jụ́	'Don't (you [sg.]) ask questions.'
íci̍ya	éce̍liya	'Don't wait for her.'
ị́ru̍unèf̃e	ára̍luunèf̃e	'Don't eat ('lick') bananas.'

Pronunciation		Structure
	-ǹjọ́k'ụ̍-	
-o/-e		(suffix to a call)
ǹdéèwónèébea̍o		ǹdéèwó-(u)nù-ébe-a̍-o
	-ọ́nụọ̀h̃a-	ọ́nụ-ọ̀h̃a
ọ̀wóonye		
	-ǹjọ́k'ụ̍-	
ọ́wụ̍m		
	-ọ́nụọ̀h̃ạ-	
ị́b'àṭa		(L)
b'àṭáwanị ị̀byála		
	-ǹjọ́k'ụ̍-	
ée ị̀dịkwaḿma̍		
	-ọ́nụọ̀h̃a-	
ée ádị̀mḿma̍ byànị́- nọ̀dụ́ọce̍		
pàpá		
ònyéwụ̍		
ńno̍onyewụ̍		ńna̍-onyewu̍
pàpá ńno̍onyewa̍abya̍la		pàpá ńna̍-onyewụ̍-abya̍la
ásị̍myanọ̀dụ́àlalíimuuyò		á-sị̍-m-ya-nọ̀dụ́-àla-lá-ime- uyò
	-ámaakọ̍-	
ényìá		ényì-á
ényìá ị̀byála		

Basic Sentences

Spelling	English
-Njoku-	
	hey!
Ndewo nu ebe a o!	Greetings to you here!
-Onuoha-	(proper name - male)
Ọ bu onye?	Who is it?
-Njoku-	
Ọ bu m.	It is I.
-Onuoha-	
ibata	to come in
Batawani. Ibyala?	Come in then. Welcome!
-Njoku-	
E, idikwa nma?	Yes, and are you well?
-Onuoha-	
E, adi m nma. Byani, nọdu oce.	Yes, I'm well. Come then (and) sit down.
papa	dad
Onyewu	proper name - male
nna Onyewu	Onyewu's father
Papa, nna Onyewu abiala. Asi m ya nọdu ala n'ime ulo.	Dad, Onyewu's father has come. I told him to sit down inside the house.
-Amako-	
enyi a	friend, comrade (familiar)
Enyi a. Ibyala?	Welcome friend.

-ǹȷọ́k'ụ̍-

ée ényìḿŋwook'ó̍ ị̀yọ́la

-ámaakọ̍-

íȷ'è

ǹnọ́ọ̍

ée íȷ'èḿgàrannọ́ó̍òt'uọ́ma   ée íȷ'è-ḿ-gàra-nnọ́ọ̍-òt'u-ọ́ma

-ǹȷọ́k'ụ̍-

òlée̍m̀mịị́yọ̀rọ

-ámaakọ̍-

áyọ̀rọmaabalııs̃ótaà   á-yọ̀rọ-mụ-abalị-ıs̃ó-taà

-ǹȷọ́k'ụ̍-

ị̀kpọkwaŋwáànyịghị́yọ   ị̀-kpo-kwa-ŋwáànyị-ghị́-yọ

-ámaakọ̍-

éenı̍ ákpọ̀mịyayọ́   á-kpò-mụ-ya-yọ́

-ǹȷọ́k'ụ̍-

òló̍ót'undịamerı̍kadị̀   òlée̍-ot'u-ndị-amérìká-dị̀

-ámaakọ̍-

ádị̀c'ah̃aḿmá   á-dị̀-c'a-h̃a-ḿmá

-Njoku-	
E enyi m nwaoke, iyọla?	Yes, my (male) friend, welcome back.
-Amako-	
ije	trip
nnọọ	very, extremely, indeed, at all, all the way to---
E, ijem gara nnọọ otu ọma.	Yes, my trip went extremely well.
-Njoku-	
Ole mgbe i yọrọ?	When did you return?
-Amako-	
Ayọrọ m abali iso taa.	I returned five days ago today.
-Njoku-	
I kpọ kwa nwanyi gi yọ?	Did you bring your wife back with you? ('You? accompanied by your wife (and) return')
-Amako-	
Eni, akpọ m ya yọ.	Certainly I brought her.
-Njoku-	
Ole otu ndi America di?	How are the American people?
-Amako-	
Adịca ha nma.	They're entirely well.

-ǹjọ́k'ụ̍-	
h̃àmekwereghiot'uọ́ma	h̃à-me-kwe-re-ghi-ot'u-ọ́ma
-ámaakọ̍-	
-zi/-zhi	(adverbial suffix)
íme̍z̃hi	íme̍-z̃hi (HL)
ée émèz̃hir̃ih̃amoot'uọ́ma	ée é-mèz̃hir̃i-h̃a-mụ-ot'u-ọ́ma
-ǹjọ́k'ụ̍-	
ụ́bọ̀cị	
ágàmịị́byụ̍ụbọ̀cị́ọ̍jọ	á-gà-mụ-ị́bya̍-ubọ̀cị́-ọ̍jọ
gáa̍kọ̍ọrọm̍ot'uijìgaá	gi-a̍kọ̍ọ-rọ-m̍-ot'u-ijì-gaá
-ámaakọ̍-	
ọ́dị̀ḿma̍ làwánị	

Note 24.1 Reported Speech

yáyọ sị́amàajụ́c'aalụụmụ̍	'When he returns, say [that] I have asked after them.'

This sentence illustrates the fact that some of the subject and object pronouns in reported speech may have forms different from those in direct address.

The forms of subject pronouns in reported speech are:

Singular

1st person	ám̀ (before consonants) ámụ̍ (before vowels)

-Njoku-	
Ha mekwere gi otu ọma?	And did they treat you well?
-Amako-	
-zi	(action) well done
imezi	to act properly, to prepare, to repair
E, emeziri ha m otu ọma.	Yes, they treated me well.
-Njoku-	
ubọchi	day
Aga m ibia ubochi ọzọ, gi akọọrọ m ótu iji gaa.	I'm going to come another day so I can hear ('you can narrate to me') how you went. ('manner you used and went')
-Amako-	
Ọdi nma. Lawani!	O.K. Goodbye.

	2nd person	ághị̀
	3rd person	ọ́-/ó- (he (etc.), another person)
		áyà (he, himself)
		ọ́h̃ọ̀ (he, person previously mentioned)
Impersonal		á/é
Plural		
	1st person	ányị̀
	2nd person	únù

3rd person	á/é---h̃à (they, in general)
	áh̃à (they, inclusive of speaker)
	ụ́mụ̀ (they, exclusive of speaker)

Clearly two of these third person forms, áyà and áh̃à, only occur when the speaker is third person:

ọ́sị̍ayàgaraáhya	'He said [that] he, himself, went to market.'
ọ́sị̍ah̃àjaaŋúmmị̍ị̃ŋkwu̍	'He said [that] they (including himself) customarily drink palm wine.'

Other 3rd person forms occur with 2nd or 3rd persons as speaker:

ị́sị̍oh̃ọ̀neegwúmi̍r̃i	'You (sg.) said [that] he (the man we're talking about) is about to go swimming.'
únùsị́umàazaáluuyò	'You (pl.) said [that] they had swept the house.'

These forms do not occur with first person as subject.

The forms of object pronouns in reported speech are like the general object forms of pronouns except for the third person:

Singular

1st person	ḿ
2nd person	ghí
3rd person	yá (he (etc.) himself)
	h̃ọ́ (he, someone else, or the 3rd person under discussion)

Plural

1st person	ànyị́
2nd person	únù
3rd person	h̃á ('they' inclusive of speaker)

úmu̍ ('they' exclusive of speaker, or the people under discussion)

The monosyllables above are, of course, mid toned after high tone (see Note 7.1).

In these forms there are two sets of 3rd person forms. If the speaker is third person these are inclusive and exclusive of the speaker:

ọ́sị̍am̀giínye̍r̃iyaaka	'He said [that] I was going to give him (himself) a hand.'
ọ́sị̍am̀giínye̍r̃eh̃ọaka	'He said [that] I was going to help him (someone else).'
ọ́sị̍aghịgiínye̍r̃eh̃aaka	'He said [that] you were going to help them (including himself).'
ọ́sị̍aghị̀giínye̍r̃ụụmụ̍aka	'He said [that] you were going to help them (excluding himself).'

If the speaker is first or second person or impersonal, the forms yá and h̃a or the specific forms h̃ọ́ 'him (about whom we were speaking)' and úmu̍ 'them (about whom we were speaking' occur:

ásị̍anyị̀kelereh̃ọ́/yá	'It is said [that] we greeted him.'
ányị̀sị́anyị̀giízu̍ṭuumu̍/h̃a	'We said [that] we were going to meet them.'

Drill 24.1 Reported Speech

a)

Key Word		Pattern
	sị́amàa júc 'aalaghị	'Say [that] I have finished asking you/asking after you.'
yá	sị́ọh̃ọ̀ọ júc 'aalaghị	'Say that he (of whom we spoke) has asked after you.'
h̃á	sị́ọhọ̀ọ júc 'aalụụmụ	'Say that he (of whom we spoke) has asked about them.'
íkèle	sị́ọh̃èékèlélụụmụ	'Say that he has greeted them.'
ányị̀	sị́anyèékèlélụụmụ	'Say that we have greeted them.'
yá	sị́anyẹ̀ékèléleh̃ọ	'Say that we have greeted her.'
yá	sị́ọh̃ọókèléleh̃ọ	'Say that he (of whom we spoke) has greeted him.'
mụ́	sị́amèékèléleh̃ọ	'Say that I have greeted him.'
gìízùṭe	sị́am̀giízùṭeh̃ọ́	'Say that I'm going to meet him.'
únù	sị́am̀giízùṭuúnù	'Say that I'm going to meet you.'
á (Impersonal)	sị́agìízùṭuúnù	'Say that you will be met.'

b)

Key Word		Pattern
	ọ́sịam̀garaáhya	'He said I went to market.'

ghị́	ọ́sịaghị̀garaáhya	'He said you went to market.'
ọ̀gwá	ọ́sịaghị̀garọọgwá	'He says you went to Ọgwa.'
á (Impersonal)	ásịaghị̀garọọgwá	'It is said you went to Ọgwa.'
ị́vụ̀jí	ásịaghị̀vụrụjí	'It is said you uprooted yams.'
yá	ásịọh̃ọ̀vụrụjí	'It is said he (of whom we spoke) dug up yams.'
yá	ọ́sịọh̃ọ̀vụrụjí	'He said that he (of whom we spoke) dug up yams.'
yá (he, himself)	ọ́sịayàvụrụjí	'He said that he, himself, dug up yams.'
ị́ŋụ̍mmịị̃	ọ́sị̍ayàŋụ́r̃ụmmịị̃	'He said that he, himself, drank wine.'
ányị̀	ọ́sị̍anyị̀ŋụ́r̃ụmmịị̃	'He said we drank wine.'
gị̀ị́ŋụ̍	ọ́sịanyị̀gịị́ŋụ̍mmịị̃	'He says we're going to drink wine.'
ányị̀	ányị̀sị́anyìgịị́ŋụ̍mmịị̃	'We said we were going to drink wine.'

Pronunciation		Structure
	-évànz-	
ọ̀lị́à		
ényìḿ ọ̀lị́à		
	-ámaakọ̍-	
ọ́dị̀ḿma̍ ị̀wóonye		
	-évànz-	
áwụ̍moonyaame̍rìka		á-wụ̍-mụ-onye-ame̍rìka
	-ámaakọ̍-	
léezhi		lá-ezhi
ḿm̀ ị̀wóonyaame̍rìkaléezhi		ḿm̀ ị̀-wụ́-onye-ame̍rìka-lá-ezhi
áhw̃à		
áhw̃àghọọwụ́kwanịgiri̍		áhw̃à-ghị-ọ-wụ́-kwanị-giri̍
	-évànz-	
áhw̃àḿwụ̍evànz		áhw̃à-ḿ-wụ̍-evàns
áhw̃àkeghíkweni		áhw̃à-ke-ghí-kweni
	-ámaakọ̍-	
áhw̃àḿwụ̍amaakọ̍		áhw̃à-ḿ-wụ̍-amaakọ̍
ìbyánịna		ìbyánịna
ụ́gbọ		
élu̍		
úgbọelu̍		ụ́gbọ + élu
ìshílụụgbọelụ̍àd'áraugbuà-fụtá		ì-shí-la-ụgbọ-elụ̍-à-d'ára-ugbuà-fụtạ́

Basic Sentences

Spelling	English
-Evans-	
ọlia	how? (are you)
Enyim, ọlia?	How are you my friend?
-Amako-	
Ọdi nma, ibu onye?	Fine, who are you [sir]?
-Evans-	
Abu m onye America.	I'm an American.
-Amako-	
n'ezi	in truth
Hm. I bu onye America n'ezi?	Hm. Are you really an American?
aha	name
Aha gi, ọ bu kwani gini?	And what then is your name?
-Evans-	
Aham bu Evans.	My name is Evans.
Aha nke gi kweni?	And (what is) your name?
-Amako-	
Aham bu Amakọ.	My name is Amako.
Ibianina?	Welcome!
ugbọ	powered vehicle
elu	sky, top, above, height
ugbọ elu	airplane
I si n'ugbọ elu a dara ugbu a futa?	Did you get out of this airplane which landed just now?

-évànz-	
ée	
-ámaakọ̍-	
láanị̍ghị/náanị̍ghị	ná-anị̍-ghị
ị́kwụ̍	(H)
ọ̀wụ́gịlaanị̍ghịkwụbya	ọ̀-wụ́-gị-la-anị̍-ghị-kwu-bya
-évànz-	
ée náanị̍mbyàra	
-ámaakọ̍-	
ị̀byarịị́r̃ụ̍ọ̃r̃ụ	
-évànz-	
ée ábyàramịị́r̃ụ̍ọ̃r̃ụ	
-ámaakọ̍-	
òlée̍ŋ̀gịị́gị̀ị́r̃ụ̍	òlée̍-ŋ̀ga-ị́gà-ị́r̃ụ̍
-évànz-	
kónsùléèt(ı)	
ágàmịị́r̃ụ̍nàkọ́nsùléètíányị	á-gà-mụ-ị́r̃ụ̍-nà-kónsùléètí-a̍nyị
-ámaakọ̍-	
ị́ga̍ru	ị́ga̍ + íru̍ (HL + H)

-Evans-	
E.	Yes.
-Amako-	
n'ani gi	by yourself, alone
ikwu	to accompany
Ọ bu gi n'ani gi kwu bia?	Did you come alone? ('Is it you accompanied by yourself only come?')
-Evans-	
E, n'ani m biara.	Yes, I came alone.
-Amako-	
I biara ilu ọlu?	Did you come to work?
-Evans-	
E, abiara m ilu ọlu.	Yes, I came to work.
-Amako-	
Ole nga iga ilu?	Where are you going to work?
-Evans-	
consulate	consulate
Aga m ilu na consulate anyi.	I'm going to work in our Consulate.
-Amako-	
igaru	to get to, to go to and arrive

ì̩már̃anoòt'uíjìagáruŋ̀gií- j'è	ì̩-már̃ana-òt'u-íjì-agáru-ŋ̀ga- í-j'è
-évànz-	
ò̩dí̩ghì̩ mòóŋwèr̃eńdibya̍ra- ízùt̩eḿ	ò̩-díghì ma-ó-ŋwèr̃e-ńdi̩-bya̍ra- ízùt̩e-ḿ
-ámaako̩̍-	
ńdi̩o̩wu̩̍	ńdi̩-o̩-wu̩̍
ì̩h̃ú̩nandi̩o̩wu̩̍	ì̩h̃ú̩na-ndi̩-o̩-wú̩
-évànz-	
ée áh̃u̩̍nam̍h̃a	
-ámaako̩̍-	
-kw̃'ù	adverbial suffix for attainment or accompaniment
í̩ga̍kw̃'ùr̃u	(HL +)
ó̩dì̩ḿma̍ bya̍agákw̃'ùr̃úh̃a̍	
-évànz-	
ó̩we̍ezhiokwu̍	

I marana otu iji agaru nga ije?	Do you know ('Have you come to realize') how ('means you use') to get to [the] place you're going?
-Evans-	
Odighi. Ma onwere ndi biara izute m.	No, there are people who came to meet me.
-Amako-	
ndi ọ bu	people it is - the people
I huna ndi ọ bu?	Have you seen these people?
-Evans-	
E, ahula m ha.	Yes, I've seen them.
-Amako-	
-kwu	-catch up with
igakwu	to join, to meet with, to go and be with
Ọdi nma. Bia agakwuru ha.	Fine. Come and join them.
-Evans-	
Ọ wu ezi okwu.	You're right ('It is (a) true word').

-ámaakọ̍-

gàánoot'ùọ́ma ị̀nụ́na

-évànz-

ée íme̍ene

Narrative

New Words:

ụ́rọ̀	play	làkwa	and also
ị́kpụ̍ụrọ̀ (HL)	to jest, to kid	ná/lá	that
ị́gha̍ (HL)	to tell a lie	íbi̍d'o (H)	to begin
ụ̀ghá	falsehood	ŋ́kàṭá	conversation

Pronunciation

óŋwèr̃oótuónyebèkéèḿh̃ụ̀r̃ụt'áà
lèéepọọ̀t'ụ máa̍jụụyoonyọọwụ̍ #
yásịyàwóonyaa̍meri̍kà # máḿ̍bụ
écèremsọ́ọkpaghụụrọ mọ̀ọ́ọkwanị
sọọghàghụụghá # líihi̍keè
mée̍wèréjụụya̍ah̃wị̀yá làkwańhỹọọbyàriíme̍làaláà # ọ́g'ọ̀ọ́gwàraḿsiyàwụ́evànz
nị́ya̍byàkwanịr̃ịị́r̃ụ̍ọr̃ụneemba̍sìh̃á
mée̍kwerenhỹọọkàra #

-Amako-

Gani otu o̩ma, inuna?	Farewell then, you hear? ('Go along then, have you heard?')

-Evans-

E, imeene.	(Yes) Thanks.

í̩kpa̍ŋkàt̩á (HL)	to converse	íwèzu̩gha (L +)	to take aside
í̩gba̍d'à (H + L)	to go down	éwezù̩ghá	if taken aside, but for---
m̀gbád'à	down, downtown	òhere	chance, opportunity
ídu̍j'e (HL ÷ HL)	to escort	íle̍t̩a (HL +)	to visit

Spelling	Translation
O nwere otu onye bekee m huru taa n'airport. Mu aju̩o̩ ya onye o̩ bu. Ya si ya bu onye Amerika. Mgbe mbu, ecere m si o̩ kpagha uro̩, ma o̩ bu kwani si o̩ ghagha ugha. N'ihi kee, mu̩ ewere juo̩ ya aha ya, na kwa ihe o̩ biara ime n'ala a. Oge o̩ gwaram si ya bu Evans na ya biakwaniri iru o̩lu n'embassy ha, mu ekwere ihe o̩ kara.	There was a white man I saw today at the airport. I (then) asked him who he was. He said he was an American. At first I thought he was kidding or telling a lie. On account of this I (then) (took and) asked him his name and also what he had come to do in this land. When he told me that he was 'Evans', that he had come to work in their Embassy I believed

sít̩eŋ̀gáah̃à ányèebíd'okpawaŋkàt̩á #
líımeŋkàt̩áa̍nyı̩ máa̍gho̩t̩aso̩o̩gı̀íbı̍làzíı̀k-
ho̩téèlu ké̍e̍dı̩laak'ù̩k'u̩úyo̩̍o̩r̃aa̍nyı̩
lám̀gbád'àléygò̩sı̩ # ágàaramıínye̍r̃ıyaaka̍
líıdu̍ȷ'ıyaŋ̀goóȷ'è éwezù̩ghá lò̩ó̩so̍oŋwèr̃e-
ńdıgı̩̍ı̩byıızùt̩ıyá # óg'èḿŋwèr̃oohere-
líızu̍à ágàmıíȷ'e̍let̩ı̩ya̍ ló̩o̩fı̩̀sı̩́ya̍ #

Site nga aha, anyi ebido kpawa nkata. N'ime nkata anyi, mụ aghota sị ọ ga ibi na Zik Hotel, nkea di n'akuku ulọ ọlu anyi na mgbada Legos. Agaara m inyére ya aka, n'iduje ya nga o je, ewezugha na ọ sị o nwere ndi ga ibia zuta ya. Oge m nwere ohere n'izu a, aga m ije leta ya n'ofis ya.

what he said. From that [time on] we began to (start to) converse. In our conversation, I discovered that he was going to live at the Zik Hotel, the one which is beside our place of work in downtown Lagos. I was going to help him in conducting him where he was going, except that he said there were people going to come to meet him. When I have a chance this week I'm going to go call on him at his office.

Pronunciation	Structure

-évànz-

ŋ́gwuuyò	ŋ́gwa-uyò
mọ́ndè	
ágàmịị́ga̍ j'ịịzụ̍ŋgwuuyò-làmọ́ndè[1]	á-gà-mụ-ị́ga̍ j'e-ịzụ̍-ŋgwa-uyò-là-mọ́ndè

-nd'ụ-

òlóo̍t'uijìj'éịịzụ̍ŋgwuuyo̍-ọ̀jọ	òlée̍-ot'u-i-jì-j'ée-ịzụ̍-ŋgwa-uyo̍-ọ̀jọ

ndị́kị̀ị́zụ̀kwanịr̃ịnọ́ọŋwa-ga̍raa̍ga	ndị́-kè-ị́-zụ̀kwanir̃i-ná-ọŋwa-ga̍ra-a̍ga

-évànz-

óhỹi	
ńdoohỹi̍	ńdị-oh̃yi̍
íz̃u̍ohỹi	(H)
íz̃u̍r̃u	(H)
ós̃hiẽ̀	(adj.)
ị́màsị́ndoohỹi̍byàra z̃úr̃undịkòós̃hiẽ̀ḿ	ị́-mà-sị́-ndị-oh̃i̍-byàra z̃ur̃u-ndị-kè-os̃hiè-ḿ

-ńd'ụ̀-

ị́wụ̍dị	ị́wụ̍ + ị́dị̍
ọ́wụ̍dịleezhi	ọ́-wụ̍dị-la-ezhi

Basic Sentences

Spelling	English
-Evans-	
ngwa ulọ	house furnishings
Monday	Monday
Aga m igaje izu ngwa ulọ na Monday.	I'm going to go and buy furniture on Monday.
-Ndụ-	
Ole otu iji jee izu ngwa uyo ọzọ?	How come you're going to buy other furniture? ('What means you use and go to buy other house furnishings?')
Ndi nke izukwaniri n'ọnwa gara aga?	And those which you bought (in) last month.
-Evans-	
ohi	theft
ndi ohi	thieves
izu ohi	to steal
izuru	to steal for (oneself) and take away
osie	old
Ima si ndi ohi biara, zuru zuru ndi nke osie m.	You know that thieves came and stole my old ones.
-Ndu-	
ibudi	to really be
Obudi n'ezi.	That's quite true.

ómèr̃ém	ó-mèr̃e-ḿ
árọ	
ómèr̃émsọ̀ọwụ́laarọ	ó-mèr̃e-ḿ-sị̀-ọ-wụ́-la-arọ
shọ́ọ̀p(ụ)	
òlée̍kwenıshọọ̀pụkịị́cọ̀rııíɟ'e̍	òlée̍-kwenı-shọọ̀pụ-ka-ị́-cọ̀rọ-íɟ'e̍
-évànz-	
kíŋsweè	
ácọ̀rọmıíɟ'e̍kıŋsweè	
-ńd'ù-	
áà kíŋsweèwụ́kwaŋ̀gịị́làazụ́nhỹè	áà kíŋsweè-wụ́kwa-ŋ̀ga-ị́-là-azụ́-nhỹè
ị́ma̍ghịsị̀ńhỹeh̃a̍ ɟàád'àọ́nụ̍	ị́-ma̍-ghị-sị̀-ńhỹe-h̃a̍-ɟè-ád'à-ọ́nụ̍
-évànz-	
hỹị́ịgı̀íkwu̍wụmàmgịị́h̃ụ̍nhỹemcọ̀rịị́zu̍ŋ̀gáah̃à	hỹé-ị-ga-íkwu̍-wụ-mà-m-ga-ị́h̃ụ̍-nhỹe-m-cọ̀rọ-ị́zụ̍-ŋ̀gá-ah̃a

o mere m	it seems to me ('it happens to me')
arọ	dream
O mere m ka^2 ọbu n'arọ.	It seems like a dream. ('It happens to me that it was in a dream.')
shop	shop, store
Ole kweni shop ka i cọrọ ije?	Well, which store would you like to go to.

-Evans-

Kingsway	Kingsway (a department store)
Acọrọ m ije Kingsway.	I want to go to Kingsway.

-Ndu-

Ah, Kingsway bukwa nga i la azu ihe.	Aha, so Kingsway is where you buy things. ('Kingsway is then place you buy things.')
I maghi si ihe ha je ada ọnu?	Don't you know that their things are expensive?

-Evans-

Ihe i ga ikwu bu ma m ga ihu ihe m cọrọ izu nga aha.	What you should ask is whether I'll find what I want to buy there. ('Thing you will say is whether I'm going to see things I want to buy there.')

-ńd'ụ̀-

òlóo̍g'èíjìagá

-évànz-

ágàmịị́ga̍lụ̀ụt'ụ́t'ụ̀

-ńd'ụ̀-

ọ́dị̀ḿme̍   ényìḿ

gwàkwám̍m̀mịị́gawa   gwà-kwá-m̍-m̀me-í-gawa

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[1] The 'preposition' la-/na- occurs before many high tone initial English words with low tone.

[2] ka is the normal form in written Igbo, the spoken form with sị is not commonly written.

Narrative

New Words:

ị́họ̀ (L)	to choose	ị́ma̍ (H)	to throw
àṭụ	advice, direction	ị́ma̍àṭụ̀	to advise

Pronunciation

ágàramkíŋsweè écılııle̍ j'ị̀ị́zụ̍ŋgwuuyò
líıhìlańdoohỹı̍žu̍uřundịkèḿŋwe̍řeeŋwe #
màḿrùruŋgáah̃à máah̃ụ̍otuŋwaṭàkị́rịre̍ghe-
reh̃a̍ahya # sị́ya̍nyeřemaaka̍ lị́ịhọ̀ṭa-
ŋ́gwuuyo̍mařamma̍ # ŋwáṭàkaáh̃àamářana-
nhỹoomèghe

-Ndụ-	
Ole oge iji aga?	When are you going?
-Evans-	
Aga m iga n'ututu.	I'm going to go in the morning.
-Ndụ-	
Ọdi mma, enyi m. Gwakwa m mgbe i gawa.	Fine, my friend. And tell me when you start to go.

úrù	gain, benefit
ị́b'ùúrù (ị́b'à + úrù) (L)	to be beneficial

Spelling	Translation
A gara m Kingsway eci n'ile, j'e izu ngwa uyo, n'ihina ndi ohi zuuru ndi ke m nwere enwe. Mgbe m ruru ngaaha, mụ ahu otu nwatakiri reghere ha ahia. (Mu ewee)[1] si ya nyerem aka la ihota ngwa uyo mara nma. Nwata ke aha ama-	I went to Kingsway yesterday to buy house furnishings because thieves had stolen those I had. When I got there I saw a youth who was selling for them. I told him to give me a hand in choosing good house furnishings. That boy knew what he was doing

líıhìlaáṭụ̀ọ́ma̍af̃am b'àferuúràab'áfè #
líıhìyá ànọ́h̃àmọọ́d'ụ̀ lị́ịzụ̍ṭac'anhỹenııle̍mcọ̀rọ #

rana ihe o meghe n'iihina atu ọ maaram bafere uru abafe. N'ihi ya a nọ ha mu odu la izucha ihe n'ile m cọrọ.	because the advice he gave me was very helpful. Because of it I didn't spend a long time in finishing purchasing everything I wanted.

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[1] In speech a sentence may commence with sị́yá but in written material the form mée̍wèé 'I then took----' with the significance of and I is used.

Pronunciation		Structure
	-A-	
éj'èmịị́h̃ụ̍enyị̀ḿ		
	-B-	
òlée̍ŋ̀géenyìghíbì		òlée̍-ŋ̀gá-enyì-ghí-bì
	-A-	
ị̀maŋgụ́ụyi̍ikpe̍dị̀		ị̀-ma-ŋgá-ụyọ̍-ikpe̍-dị̀
	-B-	
áma̍r̃anam̍ŋ̀gọ́ọdị̀		á-ma̍r̃ana-m̍-ŋ̀gá-ọ-dị̀
	-A-	
ị́ga̍laj'e		ị́ga̍-la-j'e
ọ́wụ̍rụmàghị́gafèéya̍		ọ́-wụ̍rụ-mà-ghị́-gafèé-ya̍
gaaga̍laj'e(li)ih̃u̍ghị̍		gị́-aga̍laj'e-(la)-ih̃u̍-ghị
ákar̃i̍		áka-r̃i̍
úye̍elu̍		
léaanya̍naakar̃i̍ghị		lée-anya̍-na-aka-r̃i̍-ghi
ị́gị̀ị́h̃ụ̍otùúye̍elu̍		ị́-gà-ị́hụ̍-otù-úyo̍-elu̍
ár̃ụ̍r̃ọọhụụ̍ ọ́ụ̍ŋ̀góobì		á-r̃ụ̍r̃ụ-ohụụ̍ ọ́-wụ̍-ŋ̀gá-o-bì
	-B-	
íz̃hì		(L)
óz̃hi		

Basic Sentences

Spelling	English
-A-	
Eje m ihu enyi m.	I'm going to see my friend.
-B-	
Ole nga enyi ghi bi?	Where does your friend live?
-A-	
I ma nga uyo Ikpe di.	You know where Ikpe's house is.
-B-	
Amarana m nga ọ di.	I do know where it is.
-A-	
iga na je	to go a little bit ('to go and go to')
Ọ buru ma gi gafee ya, gi aga na je n'ihu ghi.	When you pass it you then go a little ahead.
aka-nri	right (food) hand
uyo e̍lu	multi-storied building
Lee anya n'aka ri gi, i ga ihu otu ulo elu aruru ọhuu. Ọ bu nga o bi.	Look far to your right you will see a newly made high building. That's where he lives.
-B-	
izi	to deliver (a message), to inform
ozi	(a) message

ìŋwer̃iík'iiz̃hìr̃iḿŋwan̍nem ŋwook'o̍oz̃hi	ì-ŋwer̃e-ik'e-iz̃hì-r̃i-ḿ-ŋwan̍ne-m-ŋwook'o̍-oz̃hi

-A-

ée éŋwèr̃emiík'e ŋ́gwà z̃hìwém̍	ee é-ŋwèr̃e-mụ-ík'e ŋ́gwà z̃hìwé-m̍

-B-

gwárami̍ya sị́ŋwiỹìyáamụ̍ọna	gwá-ra-mụ̍-ya sị́-ŋwiỹè-yá-amụ̍ọna

-A-

ágàmịị́gwị̍yamàḿh̃ụya̍	á-gà-mụ-ị́gwa̍-ya-mà-ḿ-h̃ụ-ya̍

-B-

ị̀gakwanịị́yo̍oleé̍m̀me	ị̀-gakwanị-ị́yọ̍-oleé̍-m̀me

-A-

ágàmịị́yọ̍làabaliirí-làannọ́t'àa	á-gà-mụ-ị́yọ̍-là-abalị-irí-là-annọ́-t'àa

-B-

ọ́dị̀ḿma̍ j'èníot'àọ́ma

Narrative

New Words:

ònyoghóònyo	foolishness, aimlessness	ị́d'àọ́ọryà	to be sick, to have a disease
ọ́ọryà	sickness	íyiàla	pond, reservoir of rain water

I nwere ike iziri m nwannem nwaoke ozi?	Can you deliver a message for me [to] my brother?
-A-	
Ee, enwere m ike. Ngwa, ziwe m.	Yes, I can. O.K., (start to) let me know [it].
-B-	
Gwara m ya si nwiye ya amuọna.	Tell him for me [that] (saying) his wife has given birth.
-A-	
Aga m igwa ya ma m hu ya.	I'll tell him when/if I see him.
-B-	
I ga kwani ilọ ole mgbe?	When then are you going to return?
-A-	
A ga m ilọ n'abali iri na anọ taa.	I'm going to return in fourteen days ([from] now).
-B-	
Ọ di nma. Jeni otu ọma.	Fine. Farewell.

ícìci (L +)	to fool around, to wander	-lụ̀ka	(adverbial suffix) hard, very much
byádụmà/ byádụm̀me	before, until	ńhỹenàńhỹe	whatever

Pronunciation

ŋwán̍nemŋwaànyı̩ ı̩̀h̃ú̩nootùonyoghóònyóme̍reme̍ecı # áha̍fù̩ru̩muúyòḿ ȷ'ı̀ı́le̍t̩aŋwan̍nennàḿd'a̍ro̩o̩ryà # màḿnàagáfèélııyıàláah̃a̍dı̩̍làŋkwáa̍nyı̩ ànáh̃àkwamaamát̩u̩u̩zò̩ # ó̩wu̩̍òt'um̍cı̀cıgherennó̩o̩̍ dı̩̀ghacı́a̍gbaa byáadu̩màḿmàt̩araŋgámnò̩ # kéèmeécıah̃à écelù̩kálam̍nhỹeme̍r̃emnhỹekàáh̃à mùugbúà àmát̩àbeghıkwemıı́shıya̍ # Màńhỹenàńhỹo̩o̩h̃ù̩ru̩wú̩ru̩ ákpò̩ro̩mıyáònyoghóònyo #

Spelling	Translation
Nwannem Nwanyi, ihuna otu onyoghoonyo merem eci? Ahafuru m uyom, je ileta nwanne nnam dara ọria. Mme m na agafee n'iyiala aha di na nkwọ anyi, anahakwa mụ anata uzo. Ọ bu otu mcicighere nnọọ dịgha ci agbaa, byadu mme m matara nga m nọ. Keeme eci aha, ecelukala m ihe merem ihe ke aha, ma ugbua amatabeghikwe m ishi ya. Ma ihe na ihe ọ huru buru, akpọrọ m ya onyoghoonyo.	My sister, have you heard the foolishness which happened to me yesterday. I left my house and set out to visit my (paternal) aunt (or uncle) who's been sick. Just as I got past that pond which is at our market [place], I wasn't recognizing the road any more. It was thus that I went on wandering a great deal until the day ran on before I realized where I was. Since that (yester-)day, I've been thinking hard what did that (thing) to me, but [even] now, I haven't yet discovered the heart ('head') of it. But however it came about, I call it 'folishness'.

Unit 28

Pronunciation		Structure
	-A-	
ì̩fu̩t̩ála		
	-B-	
ée ì̩byála		
	-A-	
ígùzo		(L)
íd'o̍we		(H)
gùzó méed'o̍wemmi̩ĩ̩mpa̍mbu̩		gùzó mu̩-ed'o̍we-mmi̩ĩ̩-m-pa̍-mbu̩
	-B-	
ì̩di̩kwámma̍		
	-A-	
ée kèdú̩màkańduuyòghí		
	-B-	
ádì̩h̃ám̀ma̍ ì̩byáh̃a̍loog'è		
	-A-	
ńnàḿ/ńnàá		
úyòḿdì̩ányasit̩èŋgáàńnàá		

Basic Sentences

Spelling	English
-A-	
Ifutala?	Good morning.
-B-	
E. Ibyala?	(Yes). Welcome.
-A-	
iguzo	to wait, to stop, to hold up
idowe	to set down, to set aside, to discard
Guzo mu edowe manyi m pa mbu.	Hold it, and I'll set down the wine I'm carrying first.
-B-	
I di kwa mma?	And are you well?
-A-	
E, kedu maka ndi ulo gi?	Yes, what about the folks at your house?
-B-	
A di ha mma. I bia ha l'oge.	They're well. You didn't come on time [did you?].
-A-	
	my friend ('my master')
Ulom di anya site ngaa, nnaa.	My house is far (starting) from here.

-B-

ụ́kwụ

ı̀ȷırıụ́kwụruoŋ̀gáà

-A-

ée̍nı

-B-

ı́yi̍	(HL)
òyıyí	òyıyí
m̀bereedé	
òyıyíanyıyìrı ọ̀byaraghılambereedé	òyıyí-anyı-yìrı ọ̀-byara-ghı-la-mbereede

-A-

àžụ́	
ı̀kpáa̍žụ	ı̀kpé-ažụ̍
áfọ	
mótò	
áfọmotò	áfọ-motò
ọ̀dị́ghị̀ k'ámàọ́wụ̍amàṭaramlııkpáazụ̍ sáafọmotòḿd'àraád'à/d'àraad'á	ọ̀-dị́-ghị̀ k'ámà ọ́-wụ̍-a-màṭara-m-la-ıkpé-azụ̍ sị-afọ-motò-ḿ-d'ara-ád'à

-B-

ukwu	foot, leg
I jiri ukwu ruo ngaa?	Did you come by foot? (use foot and come)

-A-

Eni.	Yes, sure.

-B-

iyi	to set (a time)
oyiyi	appointment
mberede	sudden
Oyiyi anyi yiri, ọ byara gi na mberede?	Did the appointment we made come [up on] you suddenly?

-A-

azu	back
ikpe azu	last
afọ	belly, stomach
moto	car, automobile
afọ-moto	inner tube, tire
Ọ dighi, kama ọ bu amatara m n'ikpeazu si afọ-motom dara ada.	No, but (it is) I realized finally that my tire had gone down.

Narrative

New Words:

íku̍zhi (H)	to teach	rèluwéestèshi̩o̩n(u̩)	railway station
ŋ́kuzhi	teaching	ígwè	iron, bicycle
ónyeŋkuzhi	teacher	í̩gba̍	to ride, to run
ívu	load		
réluweè	railway	ŋ̀gáli̍	P.N. of a place

Pronunciation

ízùat̩ót'aà ágàmi̩í̩gu̩̍u̩mù̩áhyà í̩pa̍j'eroonyeŋkuzhia̍nyiivu làreluwéestèshi̩o̩nu̩ # ó̩wu̩̍ru̩màcíkwe ágàmmíji̍igwèej'é mò̩ó̩o̩kwani̩maa̍gbaamotò sìt̩élàŋgáli̩̍ # ḿruu̩mù̩áhyà ágàmi̩í̩zu̩̍ru̩raì̩si̩laakí̩d'ì̩ ḿjèeménzù̩kó̩ndoòg'ig'áa̍nyi̩ luubò̩caat̩ó̩ lo̩o̩ŋwaa̍saà láafo̩a̍bya̍duoni # ḿh̃u̩sìívum̍agbi̩i̩laar̃u̩̍ màḿyo̩wa máa̍hàyaráotùónyepasi̩njìígwe̍ gi̍inye̍r̃ema̍aka liivu̍layu̩ya #

àkị́d'ị̀	(black-eyed) bean	ị́gbịafụ (H)	to get heavy
ògʼigʼe	fenced compound, mission, church	ị́hàyara (L)	to hire
ị́gbị (H)	to take root	pásịnjìígwè	passenger bicycle
áfụ	heaviness, weight	ívúlayọ	to carry back

Spelling	Translation
Izu ato taa aga m iga Umuahia ipajere onye nkuzi anyi ivu la railway station. Ọ buru ma Chi kwe, aga m iji igwe eje, ma o bu kwani mụ agbaa motor site Ngali. M ru Umuahia, aga m izuru rice na akidi m ji eme nzukọ ndị ogige anyi n'ubochi ato n'onwa asaa n'afọ abyaduoni. M hu si ivum agbiila aru, mme m yọwa, mụ ahayara otu onye passenger igwe ga inyerem aka n'ivulayu ya.	Three weeks hence I'm going to go to Umuahia to carry a load to the railway station for our teacher. If possible, I'm going to go by bicycle but I may ride a car from Ngali. When I reach Umuahia I'm going to buy rice and beans which I'll use to entertain the people of our church at a party on the third of July ('7th month') this coming year. If I see that my load has gotten heavy, when I'm about to return, I'll then hire a passenger bicyclist who will give me a hand in carrying it back.

Pronunciation	Structure
-B-	
áfọ̀dúùm áfọmotòghílàád'à	
òlée̍nỹeimèghemakịyá	
-A-	
àkpa	
ùjís̃hì	
ị́kpọ̍ka	(H + HL)
ị́kpọ̍kasa	
kéèmeḿzụ̀rụmótaà ég'o-	
ádị̍ghịkwam̍nàakpa	
ótu̍ujis̃hì ágàmịị́kpọ̍ka-	
sịya̍ zụ̀ríik'e̍	
-B-	
ḿgbaz̃hiikwenighe̍eg'o	ḿ-gbaz̃ii-kwe-ni-ghi̍-eg'o
-A-	
ótu̍m̀maáh̃à ágàkwamiíj'e̍	
méz̃hieya̍	
-B-	
íce̍re	(H)
rúo	(subsequential form of íru̍ 'to reach')

Basic Sentences

Spelling		English
	-B-	
Afọ dum, afọ moto gi na ada. Ole nhye imeghe maka ya?		Every year, your tires go flat. What are you doing about it?
	-A-	
		bag, pocket
		night time, dark of night
		to crash, crack up
		to smash completely
Keeme m zuru moto a, ego adighikwa m n'akpa. Otu ujishi, aga m ikpọkasi ya zuru ike.		Since I bought this car there's no money in my pocket. One dark night, I'll crack it up and take a rest.
	-B-	
M gbazii kweni gi ego?		And if I lend you money?
	-A-	
Otu mgbe aha aga m ije mezie ya.		Immediately ('one such time'), I would go and repair it.
	-B-	
icere		to wait for
ruo		until

cèréruom̀maḿnàṭarụ-ụ́gwọọŋwa̍m	cèré-ruo-m̀me-ḿ-nàṭara-ụ́gwọ-ọŋwa̍-m
-A-	
íle̍anya	(HL) íle̍-anya
mèéle̍ghaanya	mà-é-le̍ghı-anya
mèéle̍ghaanya ị̀gághị̍ị-gba̍z̃hıım	
-B-	
ọ́wa̍ası	
byàdị́	
íce̍hyè	(H +)
ńcehyè	
ị́gba̍ncehyè	
ọ́gba̍ramncehyè éz̃hìr̃ıh̃a-ghóoz̃hı	é-z̃hìr̃ı-h̃a-ghị́-oz̃hı
-A-	
ònyéz̃hìr̃ıḿ	
-B-	
ọ́wụ̍ŋwan̍neghịŋwaànyị	
-A-	
ọ̀sị́gịrị̍	

Cere ru o mme m natara ugwọ ọnwam.	Wait (and reach) [until] (time) I have received my month's pay.

-A-

ile	to look (eye)
ma eleghi anya	perhaps (if one doesn't look)
Ma eleghi anya, igagh igbazi m.	Perhaps you won't lend to me.

-B-

Ọ bu asi.	That's a lie.
biadi	by the way
icehe	to forget
ncehe	forgetfulness
igba ncehe	to run to forgetfulness - to forget
Ọ gbara m ncehye. E ziri ha gi ozi.	I forgot, they sent you a message.

-A-

Onye ziri m?	Who sent me [a message]?

-B-

Ọ bu nwa nne gi nwanyi.	It's your sister. ('female child of your mother')

-A-

Ọ si gini?	What did she say?

-B-

ézè	(P.N.)

ọ́sịezèkelereghí

-A-

òléèhiọ́h̃ụ̀rịyá

-B-

ị́dị̍kà	ị́dị̍ + kà
àmághị̍meèhíọwụ̍ màọ́- dị̀kaọwụ́làmọ́nde̍ga̍raa̍ga	à-má-ghi̍-mụ-èhí-ọ-wụ̍ mạ̀-ọ́-dị̀ka-ọ-wụ́ là-mọ́nde̍- ga̍ra-a̍ga

---

Narrative

New Words:

èzíliìhíṭè	Ezinehite (P.N. of a district and clan)	ọ́wụ̀la	each, every
		ị́gwọ̍ṭa	to mix and bring
íkwe̍kọ	to agree together	ŋ́gụ̀	bean salad (and similar cold dishes)
íkwe̍kọṭa	to decide together, to arrive at agreement	ọ́gàawụ́	it happened to be, it should be

-B-	
	king (proper name for a male)
Ọ si Eze kelere gi.	She said Eze sends you greetings.
-A-	
Ole ehi ọ huru ya?	What day did she see him.
-B-	
idika	to be like
Amaghi m ehi ọ bu, ma ọ dika ọ bu na Monday gara aga.	I don't know what day it was, but it seems like it was last Monday.

ị́kwa̍d'o (H)	to get ready
léèt(i)	late
ị́jụ̍ (H)	to cool
íkpo̍b'àṭa	to invite inside

Pronunciation

ótu̍ehì mínèényìḿŋwook'o̍ ónyeezilihìt̩e-
yìrooyíyiluuyòḿ # ányị̀karasọọ́gị̀ị́wụ̍loo-
kuụ̍t'ut'ụ̀ lụ́ụbọ̀cị́afòízùyá # ányị̀kwe-
kọt̩akwara sóonyeọwụ̍là gìívu̍t̩emmịị̃ŋkwụ̍
gwọ̀t̩ákwaŋgụ̀ # óru̍leehìáh̃à mee̍ceghen-
dịŋkwụụ̍t'ụt'ụ̀ak'ụ́c'aa àh̃úh̃a̍miya #
íweewe̍gbuom̍ # ọ́gàawụ́m̀meḿkwa̍d'oghịịfụ̀
lèkwíya̍lọ̀ọ́byàduo yálàŋwíỹìyá # óg'èḿjụ̍rụya-
hỹóojìbyáleèti yásịigwìyád'àraáfọlụụzọ̀ #
màḿnụ̀r̃ụńhỹeme̍riyanị íwemaa̍jụọlọ̀ọ́kụ
máa̍kpo̍b'àt̩áh̃a̍ nimuuyò #

Spelling	Translation
Otu ehi mu na enyim nwaoke, onye Ezinehite yiri oyiyi n'uyom. Anyi kara si ọ ga ibu n'oke ututu n'ubọci afo izu ya. Anyi kwekọtakwara si onye ọbula ga ivute mmanyi nkwu, gwọtakwa ngu. Orule ehi aha mu eceghe ndi nkwu ututu akucha ahuham ya. Iwe ewegbuom. Ọ ga abu mgbe m kwadoghe ifu, lekwe ya na ọ biaduo, ya na nwunye ya. Oge m juru ya ihe o ji bia late, ya si igwe ya dara afo n'uzọ. Mgbe m huru ihe mere yani, iwem ajuọ n'oku, mu akpobata ha n'ime ulo.	One day I and a (male) friend of mine, an Ezinehite man, made an appointment at my house. We planned that it would be in the early morning on the next Afoizu [market day]. We decided also that each person would bring palm wine and a mixed salad. When that day came I (then) was waiting [until] the morning wine people (then) finished tapping [and] I didn't see him. I was fighting mad. ('Anger (then) [was] angering - killing me.') It happened to be as I was getting ready to leave, now look at him and he's coming along, he and his wife. When I asked him why ('thing he used') [he] came late, he said his bicycle had a flat on the way. When I heard what had happened to him, my anger cooled (as fire) I (then) invited them into the house.

Unit 30

Pronunciation	Structure
-A-	
ág'u̩u̩̍ ò̩byálaghi̩̍	
-B-	
ée̍ni cíagba̍ala	
-A-	
ígba̍sà	ígba̍-sà
ńdi̩sku̍ùl àgbásàálah̃à	
-B-	
sí̩ í̩di̩̍h̃anu̩u̩r̃a ńdi̩õ̩r̃u̩̍-ayo̩̍wadi̩la	
-A-	
cíiji̍	(H)
nàhadi̩	(auxiliary verb)
èrímeri	(reduplicated verbal noun)
ḿm̀ cínàhadéèjí j'àakẃa-d'owee̍rimer̃i	ḿm̀ cí-nàhadí̩-èjí j'è-akẃad'owe-e̍rimer̃i
-B-	
í̩gwu̩̍	(HL)
íshi̍fu	(HL)

Basic Sentences

Spelling	English
-A-	
Aguu ọbyala gi?	Are you hungry?
-B-	
Eni, ci agbaala.	Yes, indeed, the day is far gone ('has run').
-A-	
igbasa	to run in all directions, to scatter
Ndi school, agbasaala ha?	Have the school people dispersed?
-B-	
Si idiha n'ura? Ndi ọlu ayọwadila.	Say, weren't you asleep? The working people have begun to to return.
-A-	
ci iji	day-to close
nahadi	be about to----
erimeri	food [eats (eating and such)]
Mm. Ci nahadi eji. J'e akwadowe erimeri!	Hm. Day is about to pass. Go prepare some eats!
-B-	
igwu	to finish
isifu	to be up to cooking

ík'egwụ̀rụḿ àgághị̍mı-
ıshi̍fur̃ı

-A-

ànyịgakwanıíme̍gıri̍

-B-

ị̀sị́ghịlawanị

-A-

ée kàáh̃àkámma

-B-

ọ́dị̀kwaḿma̍ màghị́cọọ-
òt'uáh̃à

-A-

yáwụrụkwanịghị̍

-B-

wèrénıŋwaàyọ ȷı̀shíeık'e̍
èhíọ̀ȷọ mée̍mez̃hıeghi̍

-A-

nọ̀dị́mma̍ ála̍walam̍

Ike gwuru m. Agaghi m isifu nri.	I'm tired out. ('Strength has finished [for] me.') I'm not going to be up to cooking.
-A-	
Anyi ga kwani ime gini?	What then are we going to do?
-B-	
Isi gi lawani?	Would you like to go? ('Do you say you then begin to go?')
-A-	
E, nke aha ka nma.	Yes, that is better.
-B-	
Ọdikwa nma, ma gi cọọ otu aha.	That's fine too, if you want [it] that way.
-A-	
Ya buru kwani gi.	And if it were you? ('Suppose it were you?')
-B-	
Wereni nwaayọ. Jisie ike. Ehi ọzọ mu emezie gi.	Take it easy then. Try hard ('hold fast'). Another day I'll then take good care of you.
-A-	
Nọdi nma. Alawala m.	Stay well. Goodbye.

-B-

làwánɨ.

Narrative

New Words

ìzu	wisdom, secret knowledge	ŋwáanụọhya̍	son of bush beast, fool, yokel (term of disrespect)

Pronunciation

èhíà ágàramlánhyeŋwa̍nnemmàfáìzu #

mɨ́nɨ̀yáanọ̀ghácıa̍gbaa òŋwéghi̍yashìwére-

m̍nhỹe # ág'ụụ̍agìígbu̍m # órulemàḿgàrɨɨ́la̍

ŋwaanụọhya̍ yáa̍byaaȷuwa̍mmàág'ụụ̍oȷìḿ #

íwelọ̀ọnụmeeȷúm̍oobì máa̍ȷuọya̍mọ̀ọdɨláarọ

mọ̀ọ́ma̍ghɨ-

-B-

Lawani.	Goodbye.

ọ̀nụma	tension	ótùíh̃ùáh̃à	at once
íju̍ (H)	to fill	ùsékw̃'u̍	kitchen

Spelling

Ehia, a gara m n'ihe nwannem mara izu. Mu na ya anọgha, chi agbaa, o nwegh ya shiwere m ihe. Aguu aga igbu m. O rule mgbe m gara ila, nwa anu ọhya, ya abia ajuwa m ma aguu o ji m. Iwe na ọnuma eju m obi, mụ ajuọ ya ma ọ di n'arọ, ma ọ magh

Translation

The other day ('this day') I went to the place ('thing') of my relative, Maraizu. I and he were sitting; [until] day (then) passed ('ran'); it didn't occur to him to ('it didn't have him and') start cooking something for me. Hunger was about to kill me. When (it had reached the time) I was going to go home, the stupid fellow, he (then came and then) asked me if I was hungry. Anger and tension (then) filled my heart; I (then) asked him if he was in [a] dream, [and] whether he didn't realize

sì̩meńdı̩skuùlugbasarala óg'èagáala,
líıhìyá ónyene̍erıbèghıńhyerumèáh̃à
ág'u̩u̩̍gèeȷílarıya̍ # kámò̩ó̩gı̀íȷ'e̍shı-
wenhỹeotùíhùáh̃à yáasım̍ wo̍onyebya̍raa̍bya
b'àálùusékw̃'u̍ ȷ'èeshíenhỹea̍nyı̩nèerí #
màḿnù̩r̃u̩ńhỹeo̩sàra íwea̍byam̍ máa̍hafu̩ya̍
vùráag'u̩u̩̍ah̃àláwa #

sı mgbe ndı school gbasarala, oge agaala, n'ıhı ya, onye na erıbeghı ıhe ru mgbe aha, aguu ga eȷıları ya. Kama ọ ga ıȷ'e hıwe ıhe otu ıhu aha, ya ası mu, bụ onye bıara abıa, baa n'usekwu ȷe esıe ıhe anyı na erı. Mgbe m huru ıhe ọ sara, ıwe abıa m; mu ahafu ya, vuru aguu aha lawa.

that when the school people had dıspersed, the day had gone past, [and] because of thıs anyone who hadn't eaten up to that tıme must be hungry ('hunger must hold hım'). But ınstead of hıs goıng to start cookıng somethıng at once, he told me, who was the guest, 'Go to the kıtchen (go) cook somethıng for us to eat'. When I heard what he replıed, I (then) got angry ('anger then came [to] me'), (I then) left hım [and] started home hungry ('carryıng that hunger').

PART IV

VOCABULARY

Words are listed below according to the following conventions:

1. The alphabet employed is presented in Note 1.1 (page 49). Where forms are segmentally identical, tones are ordered in the sequence high-mid-low. Thus the verb ị́za̍ 'to answer' precedes the verb ị́zạ̀ 'to sweep'. The glottal stop /ʔ/ (in certain greetings) and nasalization are ignored in alphabetization.

The student as yet unaccustomed to the Igbo alphabet should note especially that /gb/ comes after /b/ but /gh/ after /g/, that /c/ and /c'/ follow /zh/. Also that /gw/, /hw/, /kw/, /ŋw/, etc. are at the end of the alphabet but that /ŋ/ follows /n/. Thus /ŋ̀ŋwá/ and /ŋ́kwu/ are listed under /ŋ/ in the middle of the alphabet while /ŋwá/ is under /ŋw/ at the end.

2. Verbs are listed in their infinitive form (with prefix i-/ị-) but are alphabetized by the initial consonant of the root, ignoring the prefix. All other forms are alphabetized conventionally regardless of their morphological structure. Thus the verb íme̍ 'to do' appears under the letter m, while íme 'inside' appears under the letter i.

3. Forms which appear in the materials in variants due to vowel harmony are generally listed under each form. Additional variants which occur due to assimilation are not entered. Thus o-/ọ- appears under both letters.

Forms which occur in the materials in variants due to consonant assimilations or other consonant variation are listed under each form. Thus là/nà 'and' appears under both letters.

Forms which exhibit both kinds of variation may occur as many as four times in the list. Thus gí/gị́/ghí/ghị́ 'you (singular)' appears in those four forms, but such assimilated forms of the same morpheme as /gha/, /ga/, /ghụ/, etc. are not listed.

4. Following verb infinitives occur the following formulae with these meanings:

(H) High tone class verb - see Note 4.1 p. 102

(L) Low tone class verb - see Note 3.1 p. 90

(HL) High-low tone class verb - see Note 4.1 p. 102

(H + L), (HL + L) etc. Compound verb consisting of roots of these classes combined

(HL +), (H +), (L +), (H + L +) etc. Verb root (or compound) of the tone class indicated plus an adverbial suffix

5. Following noun entries occur the following formulae with these meanings:

(I), (II), (III), (IV) Member of noun tone classes one, two, three or four. (See Note 7.1 p. 150.)

(II + I) etc. Trisyllabic (or longer) noun with characteristics of Class II (etc.) nouns at its head and of Class I (etc.) nouns at its end.

(Inv.) Invariable noun. Long nouns of clearly English origin are invariable and are here not marked at all.

(IA - II) etc. Noun which has the tone pattern of a (IA) etc. noun in environments 1 and 3 but of a (II) etc. noun in environments 2 and 4. (See Notes 7.1 p. 150, 9.2 p. 194.)

(P.N.) Proper name.

Form	Class	Definition	Page
		-A-	
-à/-è		this (suffix)	44
áa̍à		aha!	372
àbá	(II)	Aba (place)	94
àbákeleke̍		Abakiliki (place)	94
àbalị	(IV + IV)	night (day of 24 hours)	296
àbọ́	(II)	Abọr (place)	95
àbụ́ọ̍	(II + IA)	two	124
áb'a	(I)	bottle	354
àgbọ̀nọ	(IV + IV)	seed of agbono plant	310
àd'á	(II)	eldest daughter	330
àd'éeg'o̍		P.N. (female) àd'á + eg'o̍ 'daughter of money'	
áfiìkpo		Afikpo (place)	94
áfọ	(I)	belly, stomach	442
áfọmọtọ̀		inner tube, tire	442
áfọ̀	(III)	year	397
àfọńṭà (àfọ-ńṭà)		7th day of week	339
àfuúkwu (àfọ-úkwu)		3rd day of week	338
ág'ụ̍	(IA)	leopard	150
ág'ụụ̍	(IA)	hunger	172
ághị̀		you (sg.) subject in reported speech	411
áh̃à	(III)	that	60

áh̃à		they (inclusive of speaker being reported) - subject in reported speech	412
àhụ́	(II)	body, health	44
áhya	(I)	market, sale	46
áhyar̃a̍		Ahiara (town)	345
àís̃hiì/àísiì		I see	378
ájụ̀jụ́	(III + II)	question	404
áka	(I)	hand	210
ákaịkpà		left hand	210
ákar̃i̍		right hand	434
àkị́d'ị̀	(II + III)	(black-eyed) bean	445
ák'ụ̀k'ụ	(I + IV)	side, part	100
àla	(IV)	earth, land, country; ground, floor; down	151
áma	(I)	clan, path, road leading to family compound	342
ámaako̍ áma + akọ̍ (lam)		P.N. (male) 'Let (my) line not lack.'	155
àméri̍kà		America	132
ámụ̀		I (subject of indirect speech)	224
ànnọ́	(II)	four	122
ánụ	(I)	meat, animal	142
ánụn̍namà		beef	324
àkpa	(IV)	bag, pocket	446
árọ	(I)	dream	428
ár̃ụ	(I)	heaviness, weight	445

àsáà	(II + III)	seven	122
àsáṭọ̍	(II + IA)	eight	124
àsị́/àshị́	(II)	false, falsehood	376
àshị́/àsị́	(II)	false, falsehood	376
àṭọ́	(II)	three	124
àṭụ	(IV)	advice, direction	430
áwụsa	(I + I)	Hausa	326
áyà		he, she, etc., subject in reported speech	411
àyibásà	(IV + III)	onions	368
áyọ	(I)	onions	368
áz̃ụ̀	(III)	fish	106
àz̃ụ́	(II)	back (anatomical)	442
ágw̃'ụ̀	(III)	Awgu (place)	95
áhw̃à	(IV)	name	416
ákwà	(III)	cloth	74
ákwụkwọ	(Inv.)	book(s), paper(s)	72
ákwụkwọr̃i̍		leafy vegetables	186
àkw̃'á	(II)	egg(s)	108
áŋwụ	(I)	sunlight	338
áŋwụ̀rụ	(III + IV)	tobacco	127
ánya	(I)	far	172
ánya	(I)	eye	270
ànyáàs̃ụ/ànyáàs̃ị		night	88
ányawụ̍ (ányaŋw̃ụ̍)		[the] sun	342
ányị̀	(III)	we	66

ànyị́	(II)	'us' 'our'	151

-B-

bábà	(III)	barber	376
básịkụl(ụ)		Bicycle (brand of cigarettes), bicycle	238
íbe̍	(H)	to cry, to crow	298
-bèghị		not yet	376
bèkéè	(II + III)	Caucasian	185
íbi̍	(HL)	to dwell, to live	378
íbi̍d'o	(H)	to begin	422
bík'o̍		please	208
ị́bọ̀	(L)	to rise (sun, moon)	256
ị́bya̍	(HL)	to come	66
byàdị́		by the way	448
ị́bya̍duo	(HL +)	to be coming	188
ị́bya̍dụ	(HL +)	to arrive	301
byádụm̀me		before, up to the time---	437
ị́bya̍hu		to come back, to come again	243

-B'-

ị́b'à	(L)	to go in	192
ị́b'àṭa	(L +)	to enter	406
íb'o̍	(HL)	to accuse	81
ị́b'ùúrù (ị́b'à-úrù)	(L)	to be beneficial	431

-GB-

ị́gba̍	(H)	to run	360
ị́gba̍motò		to ride (in a car)	444
ị́gba̍(ọsọ)		to run (race)	360
ị́gbà	(L)	to join together, to close up	296
ị́gba̍d'à	(H +)	to go down	423
ị́gba̍la	(H)	to escape	351
ị́gba̍lagha	(H +)	to run back, to retreat, to escape back	351
ị́gbàlị	(L)	to try, to struggle	354
ị́gba̍ncehỹè		to forget, to run, to forgetfulness	448
ị́gba̍sa	(H +)	to scatter, to run in all directions	454
ị́gba̍z̃hị	(H +)	to negotiate a loan	258
ị́gba̍z̃hị̃	(H + +)	to lend	258
ị́gba̍z̃hịt̩e	(H + + +)	to borrow	258
ị́gbị̍	(H)	to take root	445
ị́gbị̍af̃u	(H)	to get heavy	445
ígbu̍	(H)	to kill	254
ígbu̍az̃ụ̀	(H)	to fish	254
ígbu̍t̩e	(H +)	to catch e.g. fish, to kill and bring away	254

-D-

íde̍	(HL)	to write	72
dí	(I)	husband	185
ị́dị̍	(ḤĹ)	to be (relative to state, position), to be at (of inanimates)	44

ị́dị̀kà	(HL +)	to be like	450
dị̀sémmbà		December	351
dọ́ktọ̀		doctor	132
ídụ̀j'e	(HL +)	to escort	423
-duo		adverbial suffix, ---to be about to---	188
dúùm	(III)	all, every	272

-D'-

ị́d'à	(L)	to fall	362
ị́d'àọ́nụ	(L)	to be expensive	362
ị́d'ọ̀ọ́ryà (ị́d'à-ọ́ryà)		to be sick, to have a disease	436
íd'ówe	(H +)	to set down, to set aside, to discard	440

-E-

-e/-o		suffix to a call	406
ébe	(I)	place	66
èbele	(IV + IV)	calabash	354
égbe	(I)	hawk	155
édè	(IV)	coco-yam	104
ée		yes	44
èéè		oh!	172
éʔè/ḿʔm̀		no	138
éepọọ̀t'ụ		airport	422
ég'o	(I)	money	122
èhi	(IV)	time, occasion, day	354
èhiáh̃ụriík'e		P.N. (male), ('Day power is seen.')	254

èhỹíhỹè	(II + III)	midday	296
èk'é	(II)	1st market day	338
èk'ént̩à (èk'é-nt̩à)		5th day of week	339
èk'ó̩o̩h̃à		public 'eke'	340
èk'úukwu (èk'é-ukwu)		first day of the week	338
élekere	(Inv.)	hour, o'clock	186
élìli	(III + IV)	melon, melon seed	188
élu̍	(III)	sky, top, above, height	416
émba̍sì		Embassy	422
émec'aa		afterwards (when all is done)	272
énugw̃'u̍		Enugu (place)	94
épe	(I)	orange	127
éperèelu		April	351
èrímer̃i		food [eats (eating and such)]	454
èt'ít'ì	(II + III)	middle, centre, half-way	296
éwèzu̩gha		if taken aside, but for--	423
ézè	(III)	king, P.N. (male)	450
ézi/ézhi	(I)	genuine, true, real	298
ézilihìt̩e		Ezinihitte (name of a tribal district)	450
éziokwu̍/ézhiokwu̍		truth (genuine speech)	298
ézhi/ézi	(I)	genuine, true, real	298
èzhí	(II)	compound, yard	70

ézhiamà		a clan name	342
ézhiokwu̍		truth (genuine speech)	298
éci	(I)	yesterday, tomorrow (one day removed from today)	86
écìce	(III + IV)	a thought	144
ényi	(I)	elephant	156
ényì	(III)	friend	86
ényìá		friend, comrade (familiar)	407
ényìḿŋwook'o̍		my (male) friend	86

-F-

ífè	(L)	to pass	210
fébụwa̍arị̀		February	351
fráày(ị)		meat, fish, vegetable, etc., sauteed in oil	368
ị́fụ̀	(L)	to go out	44
ị́fụ̀áhya	(L)	to make a debut	340
ị́fụ̀ṭa	(L +)	to come out	44

-G-

ị́ga̍	(HL)	to go	46
ị́ga̍fè (íga̍ + ífè)	(HL + L)	to go past, to cross	210
ị́ga̍ȷ'e	(HL + HL)	to be in the process of going, to go (emphatic)	310
gàla	(IV)	still	172
ị́ga̍laȷ'e (ị́ga̍-la-ȷ'e)	(HL + HL)	to go a little bit	434

gàrị́	(Inv.)	grated sifted and washed cassava meal	310
ị́ga̍ru	(HL + H)	to arrive	418
gàwá (ị́ga̍wa)		---on as in 'now on'	356
ị́gàkw̃'ụr̃ụ	(L +)	to join, to meet with, to go and be with	420
gí/gị́/ghí/ghị́		you (sg.), your, yours	44
gị́/gí/ghị́/ghí		you (sg.), your, yours	44
gị́rị̍	(IA)	what?	100
gọ́ọmènt/gọ́ọme̍ntị̀		government	208
ígùzo	(L)	to wait, to stop, to hold up	440

-G'-

ị́g'ụ̍	(H)	to read, to count	72

-GH-

-gha/-ghe		verb suffix for progressive or iterative action	138
ị́gha̍ (ụgha)	(HL)	to lie, to tell a falsehood	422
íghe̍	(HL)	to fry	366
-ghi/-ghị		negative suffix	122
ghí/ghị/gi/gị		you (sg.), your, yours	44
-ghị/-ghi		negative suffix	122
ghị́/ghi/gị/gi		you (sg.), your, yours	44
ị́ghọ̍ṭa	(HL)	to understand, to gather	268

-H-

h̃á		they	105
-h̃a		(neg. verb suffix)	254
ị́ha̍fụ̀	(H + L)	to desert, to leave, to depart, to fall	186
ị́hàyara	(L)	to hire	445
h̃ọ́		he (etc.) - 3rd person under discussion - object in reported speech	412
ị́họ̀	(L)	to choose, to select	430
họ̀téèl(u)		hotel	378
ị́h̃ụ̍	(HL)	to see	132
ị́h̃ụ̍hu	(HL +)	to see again	301
ị́h̃ụ̍naanya	(HL)	to love	356
hỹé/ihỹe/nhỹe	(I)	thing	108
h̃yédị̍kà		about, around	222
hỹéme̍r̃e		reason why	251

-I-

í-/ị́-		prefix to the infinitive of verbs - Look up verb infinitives under the spelling of the root.	
i-/ị-		second person singular pronoun prefix 'thou'	57
ìgbo	(IV)	Igbo (name of a tribe)	100
ìfé	(II)	Ife (place)	94
íh̃u	(I)	face	174
íh̃uih̃u̍		straight ahead	210

íhỹe/ńhỹe/hỹe	(I)	thing	108
íj'è	(III)	trip	408
ík'e	(I)	strength	88
ík'e̍kwe		perhaps (if strength permits)	354
íme	(I)	(the) inside	208
íme̍ene		thank you (you have done)	90
ìkpáa̍z̃ụ (ìkpé-a̍z̃ụ)		last (noun)	442
íkpe	(I)	judgement, P.N. (male)	185
ìrí	(II)	ten	124
ìs̃é/ìs̃ó	(II)	five	124
ìs̃ó/ìs̃é	(II)	five	124
íshi	(I)	head	150
ìs̃híì	(II + III)	six	124
ìte	(IV)	pot	151
ìtéghete	(II + I)	nine	124
íti̍i	(HL)	to put into, to add to	312
ìtiri	(IV + IV)	darkness (as of night)	296
ìtu	(IV)	Itu (place)	94
ívu	(I)	load	444
ívù	(III)	fatness, extent, volume	358
íwe	(I)	anger	208
íyi	(I)	stream	156
íyiàla		pond, reservoir of rain water	436
ízù	(III)	week	336

ìzu	(IV)	wisdom, secret, knowledge	466
íc'è		different	344
íc'i̍ic'è		various	344
ígwè	(III)	iron, bicycle	444

-Ị-

ị́-/í-		prefix to the infinitive of verbs	
ị-/i-		second person singular pronoun prefix 'thou'	57
ị̀gbụ́rụ	(II + I)	cassava	116
ị́h̃u̍nàánya		love, affection	356
ị̀kọ́teekpèné		Ikot-Ekpene (place)	94
ị́kpà	(III)	left (hand)	210

-J-

jàlọ́ọ̀fụráìs(ị)		pilav or curry, a dish made by cooking rice with meat/fish and flavoring	366
jè	(L)	auxiliary for customary action	100
jénua̍arì		January	351
jí	(I)	yam	104
íji̍	(H)	to close (of day)	454
íji̍	(HL)	to hold, to use (means of) auxiliary	88
íji̍shi(-ik'e̍)	(HL +)	to hold onto strength, (always use in greeting)	
íjò/ízò	(L)	to fall (of rain)	338
íju̍	(H)	to fill	459

jùláàyị		July	351
júùnu		June	351
ị́jụ̍	(H)	to ask	224
ị́jụ̍	(H)	to cool	151
ị́jụ̍c'a	(H +)	to complete asking, to inquire after	224

-J'-

íj'e̍	(HL)	to be en route to, to go (to)	46
íj'e̍ru	(HL + H)	to arrive at, to reach	284

-K-

kà		may, let, that	122
kà		like	222
ị́ka̍	(H)	to be greater than, to be more than, to surpass	191
ị́kà	(L)	to say, to speak, to mean	272
káahã̀ (ké + ahã̀)		that, that one, the one	296
kàlabá	(IV + II)	Calabar (place)	94
kára		than, more than, surpassing	358
ị́ka̍ra	(H +)	to be greater (than), to be larger (than), to surpass, to supercede	356
kàcíbọ̀ọ́		goodnight	258
ké	(I)	what?	319
kè/ŋ̀ke	(IV)	that, the one, of	46

íkè	(L)	to create	222
kèdụ́	(II)	how? hello!	66
kéè/nkéà		this	136
kéème	(III + IV)	since	254
íkèle	(L)	to thank, to greet	188
kíŋsweè		Kingsway (a dept. store)	428
kónsùléèt(i)		consulate	418
-kọ		adverbial suffix for mutual action	256
ị́kọ̍	(H)	to narrate, to tell, to converse	272
ị́kọ̀	(L)	to cultivate, to till, to plant (yam or coco yam)	90
kọ̀mítì	(II + III)	committee	368
ị́kọ̍rọ	(H +)	to tell to, to narrate for	272
íku̍	(H)	to dip up, to fetch	74
íku̍zhi/íkuzi	(H)	to teach	444
ị́kụ̍	(HL)	to knock	372

-K'-

k'ámà		but, instead	374
ị́k'ụ̍	(H)	to sow, to tap (wine)	74

-L-

-la/-le/-na/-ne		negative imperative suffix	208
la-/na-		in, on, at, to (general prepositional prefix)	46
lá/ná		that	422

là/nà		and	124
ị́la̍	(HL)	to go home	88
láàbo		two	346
láanị̍/náanị̍		only	312
làkwa		and also	422
-le/-la/-na/-ne		negative imperative suffix	208
íle̍	(HL)	to look, to see	372
íle̍anya	(HL)	to look (eye)	448
léèt		late	451
léezhi (lá-ezhi)		of a truth, indeed, truly	416
íle̍t̩a	(HL +)	to visit	422
léygọ̀s(ị)		Lagos (town)	201
líihì/líihìla (la-ihi)		because of, on behalf of	296
líihìla/líihì		because	296
ị́lọ̍/ị́yọ̍	(HL)	to return	76
ị́lọ̍-ụlọ (ọ́lọ̀rọ-ụlọ́)	(HL)	to be glutenous, gummy, sticky (like okra soup)	312
-lụ̀ka		hard, very much (adverbial suffix)	437

-M-

ḿ	(I)	my (possessive)	86
ḿ/mụ́		I, me, my	44
ị́ma̍	(H)	to throw	430
ị́me̍ (mma)	(H)	to be good, to be attractive	362

ị́ma̍ (aṭụ)	(H)	to advise	430
ị́ma̍	(HL)	to know	103
mà		but, that, whether, (particle which introduces a possibility or a supposition)	136
mà/m̀me/m̀gbe	(IV)	time, when	186
máàcị		March	351
màka		concerning, about	298
màọwụ́la̍ghị		whether it is or not	338
ị́ma̍r̃a	(HL +)	to know, to realize	224
mácị̀s(ị)	(III + IV)	match	127
ḿbà	(III)	district, nation, tribe	342
m̀bereedé		sudden	442
m̀bọ́sị̀	(II + IV)	Nbawsi (place)	94
m̀bụ́	(II)	first, before	227
ḿbya		to come (a coming), (alternate infinitive= ịbyàabya)	338
m̀gbád'à		down, downtown	423
m̀gbe/mà/m̀me	(IV)	time, when	186
íme̍	(HL)	to do, to happen	88
méè		May	351
mèéle̍ghaanya		perhaps ('when one doesn't look')	448
íme̍hu	(HL +)	to do again	302
íme̍nzụkọ́		to have a party, to entertain at a meeting	256

íme̍zhi	(HL +)	to repair, to do well, to treat well	410
íme̍c'a	(HL +)	to complete, to do to a finish	272
m̀hḿm̀		oh!	238
mír̃i̍	(IA-II)	water, rain	60
mír̃ìk(i)	(III + IV)	milk	236
mís̃hị̍ọ̀nụ		mission	349
ḿm̀		hmmm!	238
ḿʔm̀/ẽ́ʔẽ̀		no (negative of yes)	138
ḿma/ḿma̍	(I, IA)	good, well, fine	44
ḿmadị̀láaka		P.N. (female), beauty is in hand	270
ḿmad'ụ̀		man	243
m̀me/mà/m̀gbe	(IV)	time, when	186
m̀medúùm		always, everytime, all the time	272
m̀mị́ị̃	(II-III)	wine	110
m̀ḿịị̃ŋgwọ̀		raffia palm wine	138
m̀mị́ị̃ŋ̍kwụ		palm wine	110
mòót'ù		at all	342
mótò	(III)	car, auto	442
mọ́ndè		Monday	426
mọ̀ọwụ́lá̍ghị		whether it is or not (even if)	338
ḿkpụrụ̍	(I + IA)	seed, minute (small)	372
ḿkpụro̍oshishi		fruit	372
-mụ/-m		subject pronoun suffix	57

ị́mụ̍	(HL)	to give birth to	102
ị́mụ̀	(L)	to learn, to study	185
		-N-	
ị́na̍	(HL)	to take from	232
náanị̍/láanị̍		only	312
na-/la-		in, on, at, to (general prepositional prefix)	46
ná/lá		that	422
nà/là		and	124
nà		auxiliary verb for *present action*	138
-na/-ne/-la/-le		negative imperative suffix	208
nàhadị		be about to, auxiliary verb phrase	454
náị̃	(Inv.)	nine pence	392
ị́na̍r̃a	(HL +)	to take away from (for oneself), to snatch	284
ị́na̍ṭa	(HL +)	to receive	232
ị́na̍ṭahu	(HL + +)	to receive again	302
nàygírìa		Nigeria	342
ǹdéèwó		greetings, thank you	238
ǹdíìzuọg'ụ		Ndizuọgu (place)	95
ńdị	(I)	group, people (sign of plurality)	132
ńdịŋkwụụ̍t'ụt'ụ		people who tap palm wine each morning (for sale during the day)	
ńdoohỹi̍		thieves (pl. of ónyoohỹi̍ a thief)	426

ńd'ụ̀	(III)	life, P.N. (male)	86
-ne/-na/-le/-la		negative imperative suffix	208
ńhỹe/íhỹe/hỹe	(I)	thing	108
ńhỹenàńhỹe		whatever	
-ní/-nị́/-nú/-nụ́		adverbial suffix, then, in that case	46
-nị́/-ní/-nụ́/-nú		adverbial suffix, then, in that case	46
-nị̀/-nì		you (plural), (suffix form)	192
ǹjọ́kụ̍	(II ÷ IA)	Njọku, P.N. (male)	157
ǹkáah̃à/káah̃à		(of) that	296
ńnà	(III)	father	185
ǹńamà	(II + III)	cattle	324
ńnàḿukwu		my boss, sir	324
ǹné	(II)	mother	148
ńnee̍wi		Nnewi (place)	94
ǹnọ́ọ̍		indeed, very much, at all, all the way to--	408
ị́nọ̀	(L)	to stay, to sit, to be at (of animates)	90
ị́nọ̀dị/ínọ̀dụ	(L ÷)	to be seated	90
ị́nọ̀ọ́d'ụ̀		to stay a long time, to stay late	374
nọ̀vémmbà		November	351
ńsògbú	(III ÷ II)	trouble, disturbance, discomfort	354
ǹsụ́ka̍	(II + IA)	Nsukka (place)	94
ńṭàkị́rị́		small	243

-nú/-nụ́/-ní/-nị́		adverbial suffix, then, in that case	46
-nụ́/-nú/-nị́/-ní		adverbial suffix, then, in that case	46
ị́nụ̍	(HL)	to hear	100
ị́nụ̍hu	(HL +)	to hear again	302
ńzụ̀kọ́	(III + II)	meeting, gathering, (a) get together	256
ńcehyè	(I + III)	forgetfulness	448

-Ŋ-

ŋ̀ga	(IV)	spot, place	60
ŋ̀gáah̃à		there	60
ŋ̀gáli̍	(II + IA)	P.N. (town)	444
ŋ́gụ̀		bean salad and similar cold dishes	450
ŋ́kàṭá	(III + II)	conversation	422
ŋ̀ke/kè	(IV)	that, that one, the one, which	46
ŋ̀kéà/kéè (ŋ̀ke + a)		this	136
ŋ̀ku	(IV)	wing	151
ŋ́kuzhi	(I + I)	teaching	444
ị́ŋụ̍	(H)	to drink	76
ŋ́gwa̍/ŋ́gwa̍nị		O.K., alright, let us--	238
ŋ́gwa̍nị/ŋ́gwa̍		O.K., alright, let us--	238
ŋ́gwa̍ŋgwà		hurry	394
ŋ́gwọ̀	(III)	raffia-palm, raffia-palm wine	138
ŋ́gwuuyò		house furnishings	426

ŋ̀gw̃'ụ́rụ		Ngwuru (town)	340
ŋ̀kwọ́nṭà (ŋ̀kwọ́-nṭà)		8th day of week	339
ŋ̀kwuúkwu (ŋ̀kwọ-úkwu)		4th day of week	339
ŋ́kwụ	(I)	palm, palm wine	74
ŋ̀ŋwá	(II)	child	86

-O-

-o/-e		suffix to a call	406
o/ọ		he, she, it	46
óbì		heart	157
óbi'ọ̀h̃a		P.N. (male), public spirit, public opinion	310
òbodo	(IV + IV)	town, city, country	378
ófe	(I)	soup, stew	310
ògirí/ògrí	(II)	a seasoning	326
ògiríawụsa		Hausa seasoning	326
ògrí/ògirí	(II)	a seasoning	326
óg'è	(III)	time, occasion	222
òg'ig'é	(IV + II)	fenced compound, mission, church	445
óhere	(I + I)	chance, opportunity	423
óhỹi	(I)	theft	426
òjí	(II)	Oji (place)	94
òkóro	(II + I)	youth	229
ók'e	(I)	male	86
ók'ọọkpà		cock, (a male fowl) (rooster)	298

ók'ụụ̍t'ụt'ụ̀		early morning	298
òlé	(II)	how much, how many	122
òlée̍	(II +)	which?, what?	46
òlée̍ebe		where?	68
òlée̍ŋ̀ga		where?, what place?	172
òlóole̍		how much [for] how many?	146
ònisha	(IV + IV)	Onitsha (place)	94
òpópò	(II + III)	Opobo (place)	94
óryòńt̩à (óryò-ńt̩à)		6th day of week	339
óryùúkwu (óryò-úkwu)		2nd day of week	338
ós̃hiè̃		old	426
óshishi	(Inv.)	tree, plant	210
ótù	(III)	one/a	124
òtu	(IV)	group, team	348
ótùíh̃ùáh̃à		at once	467
ót'u/òt'u	(I/IV)	manner, condition	66
òvu	(IV)	caucal, bush-fowl (a bird)	158
òwere	(IV)	Owerri, P.N. (town)	60
òyiyí	(IV + II)	appointment	442
óz̃hi	(I)	message	434
óce	(I)	chair, stool, a seat	376
óc'ò	(III)	grand (as in grandfather)	332
ógwè	(III)	self	338

ókwu	(I)	talk, speech	185
ónye	(I)	person	100
ònyé	(II)	person?, who?	319
ónyeŋkụzhị		(a) teacher, [(a) person (of) teaching]	444
ònyéwụ		Onyewu, P.N. (male)	392
ònyoghóònyo		foolishness	436

-ọ-

ọ-/o-		he, she, it	46
ọ̀bụla/ọ̀wụla		any, -soever	342
ọ́b'ỹàã	(III + IV)	guest, stranger	188
ọ̀dị́ghị̀		no, (opposite of yes)	148
ọ̀dọ́kọ̀rọ́	(II + II)	plenty, a lot	256
ọ́d'ụ̀	(III)	long time	374
ọ́gàawụ́		it happened to be	450
ọ́gọ̀	(III)	relative-in-law	188
ọ́gọọ̀stị		August	351
ọ̀h̃a	(IV)	public	310
ọ́h̃ọ̀		he, she, etc. - (person previously mentioned) - subject in reported speech	411
ọ́hụụ/ọ́h̃uọ	(II + IA)	new, newly	378
ọ́hya	(I)	bush, forest	229
ọ́jị	(I`	kola-nut, hors d'oeuvre	354
ọ̀jọ́/ọ̀zọ́	(II)	another (noun), other (noun), again (adv.)	236
ọ̀jọ/ọ̀zọ	(IV)	another (adj.), other (adj.)	236

ọ̀kịị́gwe̍	(IV + IA)	Okigwi (place)	94
ọ̀kụlọ́ọ̀kụ		o'clock	296
ọ̀któbà		October	351
ọ̀kụ́kọ̀	(II + III)	chicken	151
ọ́k'ụ	(I)	fire, heat, hot	354
ọ̀lị́à		how? (how do you do?)	416
ọ̀lụ́	(II)	Orlu (place)	94
ọ́ma	(Inv.)	good, fine	68
ọ̀nica/ọnyica	(IV)	Onicha (town)	340
ọ́nụ	(I)	mouth, inlet	372
ọ̀nụma	(IV + IV)	tension	459
ọ́nụegbu̍		P.N. (male)	310
ọ́para	(I + I)	eldest son	350
ọ́kpa/ụ́kpa	(I)	kind, type, brand	238
ọ̀kpa	(IV)	fowl	298
ọ́r̃ụ	(I)	work, farm	66
ọ́ryà	(III)	sickness	436
ọ́sọ	(I)	race, running	360
ọ̀tụ́tụ	(II + I)	plenty, many, a lot, numerous	390
ọ́ụ̍bèdị́ (ọ́wụ̍bèdị́)		even if	338
ọ́wụ̍bèdị (ọ́ụ̍bèdị́)		even if	338
ọ́wụ̍là		every, each	450
ọ̀wụ́wa		act of breaking up (derived from iwa, to break up)	342

ọ̀zọ́/ọ̀jọ́	(II)	another (noun), other (noun), again (adv.)	236
ọ̀zọ/ọ̀jọ	(IV)	another (adj.), other (adj.)	236
ọ́gw̃ụ̀	(III)	medicine	222
ọ́kwụ̀rụ	(III + IV)	okra, gumbo	310
ọ́ŋwa	(I)	mouth	351
ọ̀nyica/ònica		Onicha (town)	340

-P-

ị́pa̍	(H)	to carry (in the hand)	354
páàk	(Inv.)	park, parking place	392
pàpá	(II)	dad	406
pásịnjìígwè		passenger, bicycle (for hire)	445
ị́pa̍ṭa	(H +)	to carry along (in the hand)	354
pósọ̀ọ́fìs(i)		post office	208

-P'-

ṕ'enì	(Inv.)	penny	122

-KP-

ị́kpa̍	(H)	to show, to manifest, to exemplify, to practice (widely used with a variety of nouns to form verb-object compounds)	312
ị́kpà	(L)	to cut (hair)	376
ị́kpa̍ŋkàṭá		to converse	423
ị́kpa̍-ụhw̃à	(H)	to be pleasing to, to be appealing to, to be pleasant to	312

ị́kpọ̍	(HL)	to call, to take wıth, be accompanıed by	363
ị́kpọ̍b'àṭá	(HL + L +)	to ınvıte ın (to call to come ınsıde)	451
ị́kpọ̍ka	(HL)	to crash, crack up	446
ị́kpọ̍kasa	(HL +)	to smash completely	446
ị́kpọ̍ṭa	(HL +)	to ınvıte to come along, to brıng along	363
ị́kpụ̍ (ọbỹ'àa)	(H)	to entertaın	188
ị́kpụ̀	(L)	to hold (ın the mouth)	372
ị́kpụ̍ụrọ̀ (ị́kpa̍-ụrọ̀)	(HL)	to ȷest, to kıd	422

-R-

-ra̲		adverbıal suffıx	126
ị́ra̍	(H)	to lıck, to lap	249
ráị̀sị	(III + IV)	rıce	236
ı́re̍	(H)	to sell	72
réluweè		raılway	444
rèluwéestèshịọnụ		raılway statıon	444
r̃ı	(I)	food	72
ı́rı̍	(H)	to eat	72
r̃ı́e̍hỹıhỹè		lunch	366
ı́ru̍	(HL)	to reach	172
rúo		untıl	446
ị́r̃ụ̍	(H)	to work	70

-S-

ị́sa̍	(H)	to wash	74
sèptémbà		September	351
sìgeréèt'(ı)	(IV + IV)	cigarette	238
síṭe		starting from, since, see also shíṭe	356
sị́		that (saying)	310
ị́sị̍	(H)	to say, to ask, to tell	224
skúùl(u)	(III + IV)	school	208

-SH-

íshi̍	(H)	to be from	88
íshi̍	(HL)	to cook	74
íshi̍fu	(HL +)	to be up to cooking	454
íshi̍ik'e̍		-to be strong-, to pass thru strength	88
shílì/shínì	(III)	shilling	127
shínì/shílì	(III)	shilling	127
shíshì	(III)	sixpence	127
shíṭe		starting from, since, from ishí(ṭe), to be from	356
íshi̍ṭe	(HL +)	to prepare (cook) and bring [food]	349
ị́shị̍ashị	(H)	to lie	404
shọ́ọ̀p(ụ)	(III + IV)	shop, store	428

-T-

tàghzí	(II)	taxi	392
íti̍ı	(HL)	to put into	312

tìtí	(II)	P.N. (female)	254
íti̍ighe	(H +)	to put into, to add to	324
tòmátò	(Inv.)	tomato	186
tọ́rọ	(I)	threepence	146
tútu	(I)	before	394
ị́tụ̍ụtọ/ị́cọ̍-ụcọ	(H)	to be tasty, sweet	326

-T'-

t'áà	(III)	today	298
t'àa		from today	298
ít'e̍	(H)	to awaken	44

-Ṭ-

-ṭa/-ṭe		adverbial suffix for motion toward	44

-U-

ùb'é	(II)	pear	374
ùgbúà/ùgbúò		now, this moment	172
údì	(III)	Udi (place)	95
úgutà	(I + III)	Oguta (place)	94
ùjíšhì	(II + III)	nighttime, dark of night	446
úlò/ụ́lọ̀/úyò/ụ́yọ̀	(III)	house, home, residence	132
úlọ̀ọ́gw̃'ụ̀/úyọ̀ọ́gw̃'ụ̀		hospital	222
úmu̍/ụ́mụ̍		pronoun (they, them) used in indirect discourse	224
úmùáhyà	(III + III)	Unuahia (place name)	86
úñèr̃e	(III + IV)	banana(s)	127

únù	(III)	you (plural)	66
úrù	(III)	gain, benefit	431
ùsékw̃'u̍	(II + I)	kitchen	459
úyǎákwụkwọ		school (building)	208
úyeelu̍ (úyò + élu̍)		storey building	434
úyò/ụ́yọ̀/úlò/ụ́lọ̀	(III)	house, home, residence	132
ùyó	(II)	Uyo (place)	94
úyọ̀ọ́gw̃'ụ̍/úlọ̀ọ́gw̃'ụ̍		hospital	222
úkwu	(Inv.)	big	210
úkwuluukwu	(Inv.)	gigantic, very large	384

-Ụ-

ụ́bọ̀cị	(III + IV)	day, 24 hours	410
ụ́gbọ	(I)	powered vehicle	416
ụ́gbọelu̍		airplane	416
ụ̀fọ́dụ	(II + I)	some	342
ụ̀ghá	(II)	falsehood	422
ụ̀kọ́	(II)	scarcity, poverty	354
ụ̀kọ́nhỹè		poverty, scarcity of things	354
ụ́lọ̀/úlò/ụ́yọ̀/úyò	(III)	home, house, residence	132
ụ́mụ̍/úmu̍		pronoun (they, them) used in indirect discourse	224
ụ́mụ̀		children, offspring	243
ụ́mụagha̍ra		(a village)	342
ụ́mụṭàkị́rị		(small) children	243

ụ́kpa/ọ́kpa	(I)	kind, type, brand	238
ụ́r̃a	(I)	sleep	217
ụ́rọ̀	(III)	play, game	422
ụ̀tọ́/ụ̀cọ́	(II)	sweet, delicious	326
ụ̀t'ụ́t'ụ̀	(II + III)	morning	298
ụ́yọ̀/úyò/ụ́lọ̀/úlò	(III)	house, home, residence	132
ụ́zọ̀	(III)	road, door, way	229
ụ̀cọ́/ụ̀tọ́	(II)	sweet, delicious (adj.); sweetness, taste (noun)	326
ụ̀c'á	(II)	white, pure, clean, fresh	384
ụ́kwụ	(I)	foot, leg	442
ụ́gwọ	(I)	debt	238
ụ́hw̃à	(III)	pleasantness	312

-V-

ívu̍	(HL)	to carry (on the head)	354
ívù (ívù)	(L)	to be fat, to be of great extent	358
ívu̍layọ	(H +)	to carry back	445
ívu̍ṭe	(HL +)	to carry along, to bring along	354
ị́vụ̀	(L)	to dig out	90

-W-

-wa/-we		adverbial suffix - (inceptive) - 'start to'	46
-we/-wa		adverbial suffix (inceptive) - 'start to'	46

íwe̍ (iwe)	(HL)	to be angry	208
íwè	(L)	to take	146
íwère	(L +)	to take (away), to remove	146
wétà	(III)	waiter	236
íwèṭa	(L ÷)	to bring	238
íwèṭara	(L ÷ ÷)	to bring for ---	238
íwèzụgha	(L ÷)	to take aside	423
wíìki		week	378
ị́wụ̍	(H)	to be, to amount to	100
ị́wụ̍dị	(H + HL)	to really be	426

-Y-

yá		he, she, it, him, her, that	60
íyi̍ (òyiyí)	(HL)	to make (an appointment)	442
ị́yọ̍	(HL)	to return	76
ị́yọ̀	(L)	to sift	90

-Z-

ị́za̍	(H)	to answer	191
ị́zà	(L)	to sweep	90
-zi/-zhi		adverbial suffix - action well done	410
zíìki		Zik (Dr. Azikiwe)	378
ízò/íjò	(L)	to fall (of rain)	338
íz̃u̍ (ohỹi̍)	(H)	to steal	454
ízù	(L)	to meet	256
ízù	(L)	to complete, to finish	148

ízù-ík'e	(L)	to regain strength, to rest (to complete strength)	284
ízùko̩	(L +)	to meet together	256
íz̃u̍r̃u	(H +)	to steal for (oneself)	426
ízùriík'e (ízùru-ík'e)	(L +)	to rest, to take a rest	284
ízùt̩e	(L +)	to meet	229
í̩zu̩̍	(HL)	to buy	74
í̩zu̩̍i̩	(HL)	to sell to	146
í̩zu̩̍ru̩	(HL +)	to buy and take	124
í̩zu̩̍ru̩c'a	(HL + +)	to buy up and take away	148
í̩zú̩c'a	(HL +)	to buy up	148
		-ZH-	
-zhi/-zi		adverbial suffix - action well done	410
íz̃hì	(L)	to deliver (a message)	434
		-C-	
íce̍	(H)	to await	232
ícè	(L)	to think, to suppose	136
céènj(i)	(III + IV)	change (money)	146
íce̍hyè	(H +)	to forget	448
íce̍re	(HL +)	to wait for	446
cí	(I)	God	222
cí	(I)	day, daylight	256
ícìci	(L +)	to wander, to fool around	437

cídị̀		Chidi, P.N. (male)	185
[short for cị́dị̀adị́		'God is (a being)']	
cíjiòke		P.N. (male)	360
címà		God knows, P.N. (male)	236
cínèékè		God	222
cínyèr̃e		P.N. (female)	142
ị́cọ̍	(HL)	to want, to desire, to like to	46
ị́cọ̍	(H)	to be older than	359
ị́cọ̍-ụcọ/ị́tọ̍-ụtọ	(H)	to be tasty, sweet	326
cúkwu	(I)	God	270
cúkwumà		P.N. (male), ('God knows')	270

-C'-

-c'a/-c'e		aspect suffix of completed action or state (finish---ing)	148
ị́c'a̍	(H)	to shine (to glow)	338
ị́c'a̍ (ac'a)	(H)	to be ripe, clean(ed)	384
ị́c'a̍ (ục'a)	(H)	to be white, clean, fresh	384
-c'e/-c'a		aspect suffix of complete action a state (finish---ing)	148

-GW-

ị́gwa̍	(HL)	to tell, to inform, to ask (to be instructed to, to instruct to)	191
ị́gwọ̍ṭa	(HL +)	to mix and bring	450

ígwù(míři̍)	(L)	to swim	254
ị́gwụ̍	(HL)	to finish	454

-HW-

ị́hw̃à (ụhw̃a)	(L)	to be pleasant	312

-KW-

-kwá/-kwé		adverbial suffix 'also'	46
kwanị/kweni		and then	46
ị́kwa̍d'o	(H)	to get ready	451
-kwé/-kwá		adverbial suffix 'also'	46
íkwe̍	(HL)	to agree, to permit	191
íkwe̍kọ	(H ÷)	to agree together	450
íkwe̍kọṭa	(HL ÷ ÷)	to agree together	450
kweni/kwanị		and then	46
íkwu̍ (okwu)	(HL)	to talk	176
ị́kwụ̍	(H)	to pay	122
ị́kwụ̍	(H)	to accompany	418
ị́kwụ̍shị	(H ÷)	to stop	172

-KW'-

-kw̃'ù		adverbial suffix - catch up with	420

-ŊW-

ŋwá	(II)	child (see ŋ̀ŋwá)	86
ŋwà		self	66
ŋwáanụọhya̍		son of wild beast, fool, oaf, yokel (term of disrespect)	458

ŋwáàyo̩		gently, slowly	270
ŋwáànyi̩		female, woman, wife	256
ŋwá-bèkéè		a white man	185
ŋwán̍ne		mother's child (sibling)	148
ŋwáŋ̍kwo̩		child of the fourth day, P.N.	278
ŋwát̩àkí̩rí̩		a (small) child	243
íŋwe̍	(H)	to have	172
íŋwe̍	(HL)	to exist	236
íŋwe̍-ik'e		to be able ('can')	172
íŋwe̍t̩a	(H +)	to get, to obtain	392
ŋwíỹè	(III)	wife	222
ŋwóok'e̍/ŋwóok'o̍		man, male person	86
ŋ́woo̍koro		(child of) youth, P.N.	229

-NY-

ínye̍	(HL)	to give	146

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